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XI



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*The Quarterly Journal of the*  
SOUTHEASTERN LIBRARY ASSOCIATION

## CONTENTS

### PUBLIC LIBRARY BUILDINGS INSTITUTE: PROCEEDINGS

Introduction, by Hoyt R. Galvin, Editor .....	73
Program Outline .....	74
Basic Aspects of Public Library Building Planning by Hoyt R. Galvin .....	75
Architectural Trends and Procedures of Public Library Building Planning by A. G. Odell, Jr. ....	81
Interior Planning of Public Library Buildings by Martin Van Buren .....	89
Movable Partitions for Flexibility in Library Planning by Robert C. Therrel .....	93
Lighting for Libraries, by Roy A. Palmer .....	102
Heating and Air Conditioning for Libraries, by T. C. Cooke .....	103
Summary of Discussion Following Each Speaker .....	105
Registrants .....	106

### COLLEGE LIBRARY BUILDINGS INSTITUTE: PROCEEDINGS

Program .....	111
Opening of Institute .....	112
Longwood College .....	115
Fort Valley State College .....	119
Wesleyan College .....	124
St. Andrews Presbyterian Junior College .....	128
Roanoke College .....	132
Methodist College .....	136
Hampden-Sydney College .....	141
Planning the Library Building, by Keyes D. Metcalf .....	146
New Look at Our Library Building by Lillian Barker Buchanan .....	156
Registrants .....	159
College and University Libraries, Library Building Planning, Selected Aids by Edna Hanley Byers .....	162
College and University Library Buildings, Bibliography, 1955-1960 by Edna Hanley Byers .....	163
Data Needed to Plan a New College Library by A. F. Kuhlman .....	170
Floor Plans St. Andrews Presbyterian Junior College .....	172
Roanoke College .....	181
Methodist College .....	185
Hampden-Sydney College .....	187
BOOKS .....	190
VARIA .....	194

73	M
74	
75	H
81	Is
89	
98	A
102	
103	F
105	
106	G
111	
112	K
115	
119	
124	
128	
132	
136	"
141	li
146	w
156	in
159	T
162	fo
163	A
163	ei
170	tr
172	in
173	A
181	E
185	U
187	E
190	ed
194	C
	T
	A
	th

73 Mrs.  
 74 Hoyt  
 75 Isaac  
 81  
 89  
 98 *Alabam*  
 02 Aub  
 03 Aub  
 05 *Florid*  
 06 Univ  
 06 Gain  
*Georg*  
 Ath  
 Ath  
 1 *Kentu*  
 2 Ken  
 5 Fra  
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# *The Southeastern Librarian*

VOLUME XI

SUMMER, 1961

NUMBER 2

## CONTENTS

### PUBLIC LIBRARY BUILDINGS INSTITUTE

Proceedings ..... 73

### COLLEGE LIBRARY BUILDINGS INSTITUTE

Proceedings ..... 111

BOOKS ..... 190

VARIA ..... 194

(A more detailed contents appears on the inside front cover)

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# *Proceedings of the Public Library Buildings Institute*

Held in  
Charlotte, North Carolina  
October 11-12, 1960  
Under the Sponsorship of the  
Public Library Section of the  
Southeastern Library Association

## INTRODUCTION

The Public Library Section of the Southeastern Library Association sponsored the Public Library Buildings Institute to give librarians, library trustees and architects in the Southeastern States an opportunity to meet together and exchange views on basic and elementary aspects of public library building planning. The Institute was held in the Main Library of the Public Library of Charlotte and Mecklenburg County. This building was opened in November, 1956, and the building itself provided the people attending the Institute an opportunity to observe a contemporary public library building in operation.

The remarks of this editor and those of Martin Van Buren had been written and prepared in advance of the Institute. The remarks of all other speakers at the Institute were informal and were recorded on a tape recorder.

The program outline which follows lists all the events of the Institute, but these Proceedings do not include the entire program. The following is an actual record of the material in these Proceedings:

Hoyt R. Galvin's address on "Basic Aspects of Public Library Building Planning" is printed as written by Mr. Galvin.

A. G. Odell's informal remarks on "Architectural Trends and Procedures for Public Library Building Planning" have been transcribed from a tape recording.

Martin Van Buren's address on "Interior Planning of Public Library Buildings" is printed as written by Mr. Van Buren.

Robert C. Therrel's remarks regarding "Movable Partitions for Flexibility in Library Planning" have been transcribed from a tape recording.

Jean D. Cochran's presentation of the use of slides in the promotion of a library building bond election is omitted from these Proceedings. The reproduction of her remarks here would not be satisfactory without the slides she used in the promotion of the bond election campaign in Augusta, Georgia.

Roy A. Palmer's remarks on lighting systems and intensities for libraries have been transcribed from a tape recording. In addition to the normal loss of personality aspects in transcribing informal remarks, Mr. Palmer used special lighting demonstration equipment to illustrate his points and this advantage is lost in the printing of his remarks.

T. C. Cook's presentation was informal and he used a blackboard frequently to illustrate his points. Without the visual presentation, the remarks transcribed from the tape recording were not adequate. In this case, the Editor has summarized his principal points.

R. D. Gates' remarks were similar to those presented by L. E. Foster at the 1959 Library Buildings and Equipment Institute, and reproduced in the proceedings of the Institute in an American Library Association publication entitled, *Guidelines for Library Planners*. Both Mr. Gates and Mr. Foster are representatives of Armstrong Cork Company, and the Editor concluded that readers interested in this subject could refer to the ALA publication.

W. F. Carhart's remarks were not recorded on a tape recorder and there was no opportunity to edit his remarks since he did not speak from a prepared manuscript.

HOYT R. GALVIN, *Editor*

# PROGRAM OUTLINE

Meeting Room	The Auditorium in the Main Library of the Public Library of Charlotte and Mecklenburg County, 310 N. Tryon Street, Charlotte 2, N. C.
Social Center	The Howell Room, Main Library, Charlotte, N. C.
Conference Chairman	Evelyn Parks, Librarian, May Memorial Library, Burlington, N. C., and Chairman of the Public Library Section of the Southeastern Library Association.

## TUESDAY, OCTOBER 11

10 a.m. to 1 p.m.	Registration, and tours of the Main Library.
1 p.m.	Opening Session, Evelyn Parks, presiding. Basic, elementary aspects of public library building planning, by Hoyt R. Galvin, Director, Public Library, Charlotte 2, N. C. Discussion of factors developed by Mr. Galvin.
2 p.m.	Architectural trends and procedures for public library building planning, by A. G. Odell, Jr., Fellow of the American Institute of Architects, Independence Building, Charlotte 2, N. C. Discussion of factors developed by Mr. Odell.
3 to 6 p.m.	Bus tour of branch library building in Charlotte and Mecklenburg County. (The registration fee included the bus tour.) Branches to be visited are: East Branch, Matthews Branch, North Branch and South Branch.
8 p.m.	Interior planning for public library buildings, by Martin Van Buren, Interior Planning Consultant, 1208 E. Moorhead St., Charlotte 3, N. C. Discussion of factors developed by Mr. Van Buren.

- 9 p.m. Movable partitions for flexibility in library planning, by Robert C. Therrel, 611 Bona Allen Building, Atlanta, Ga.  
Discussion of factors developed by Mr. Therrel.
- 9:40 to 10 p.m. Demonstration of the use of slides and script for library bond promotion as used in Augusta, presented by Jean D. Cochran, Director, Augusta Library, Augusta, Ga.

#### WEDNESDAY, OCTOBER 12

- 9 a.m. Lighting Systems and intensities for libraries, by Roy A. Palmer, Lighting Engineer, Duke Power Company, Charlotte, N. C.  
Discussion of factors developed by Mr. Palmer.
- 10 a.m. Heating and air conditioning for libraries, by T. C. Cooke, P.E. Consulting Engineer, Snow Building, Durham, N. C.  
Discussion of factors developed by Mr. Cooke.
- 11 a.m. Resilient floor coverings for libraries, by R. D. Gates, Jr., Armstrong Cork Co., 122 Southern Furniture Building, High Point, N. C.  
Discussion of factors developed by Mr. Gates.
- 12 noon Carpets in libraries, by W. F. Carhart, Mohawk Carpet Mills, 450 W. Broad St., Falls Church, Va.
- 12:30 p.m. Adjournment.

### BASIC ASPECTS OF PUBLIC LIBRARY BUILDING PLANNING

By HOYT R. GALVIN\*

My purpose, at the beginning of this public library building planning program, is to discuss some of the basic, elementary aspects of public library building planning. My part might be considered as a mental orientation to the subject we will be discussing today and tomorrow.

We should begin, it seems to me, by outlining the purposes and objectives of the public library in our contemporary society. To do this, I am borrowing a paragraph from the American Library Association's *Public Library Service*—the best current book on public library objectives:

"The modern public library collects the printed and audio-visual materials needed to conduct the individual and group life of its constituency. Further, it organizes and makes available these resources so that they are convenient and easy to use. Still further, it interprets and guides the use of materials to enable as many people as possible to apply in their daily lives the record of what is known . . ."<sup>1</sup>

\*Mr. Galvin is Director of Libraries, Public Library of Charlotte and Mecklenburg County.

1. American Library Association. Coordinating Committee on Revision of Public Library Standards. *Public Library Service; a Guide to Evaluation with Minimum Standards* . . . Chicago, American Library Association, 1956, p. 3.



From page 56 of these same standards, we find the following pertaining to standards and objectives for public library buildings:

"The public library should serve as a symbol of library service. It should offer to the community a compelling invitation to enter, read, look, listen, and learn . . . A library is not a building, but a service organization. The pattern of service which is rendered will determine the nature of the physical facilities which are needed. It follows, therefore, that there is no one standard building for public library operation. Each building is likely to be different, and its differences should be directly related to its service program."

The one similarity I think library buildings need is flexibility. For a statement on this point, I am using a paragraph from the *Small Public Library Building*, a book which Mr. Van Buren and I wrote for UNESCO:

"In a building with a single basic purpose, such as a public library, each integral part has a bearing on the others. But the everchanging tide of activities, from hour to hour and from day to day, alters the ratio of importance and degree of activity of these parts. Flexibility, then, is the key factor—flexibility of operation, control, supervision, and of allocation of space. Thus it is important to consider the areas and departments not only in terms of their specific purposes, but also in terms of their effect on one another."<sup>2</sup>

So to summarize, our buildings should be planned to fulfill the purposes of the public library as a service organization, and second the buildings should be flexible to serve the needs of today, and the changing conditions of tomorrow effectively and economically.

A successful public library is the result of a team effort, and this team is commonly called the planning team. The basic representatives in a library building planning team are the governmental authority, the librarian and the architect. To this threesome there are often added two specialists: the library buildings consultant and the interior planner.

The governmental authority member of the planning team will vary from community to community. In most instances it will be the library board, but often the library board must have authority transmitted to it for the building project. In some instances the City Manager, City Council or County Board will retain supervisory authority over the project with the library board serving to recommend items to these higher authorities for consideration and approval.

Whatever the relationships are to be in the various levels of the governmental authority, the Library Board has a definite responsibility to determine the relationships at the beginning of the project so that a clear line of authority will be understood and recognized from the beginning.

When this governmental authority has been clearly defined, it will be responsible for all legal, contractual and financial decisions of the project with the advice of other members of the planning team. The authority will take the necessary steps to secure the funds for the project, select the architect and any building and interior consultants, select and acquire the site for the building, approve all plans for the building and its various stages, and approve contracts with all building and furniture contractors.

The second members of the planning team, the member who should serve

2. Galvin, Hoyt Rees. *The Small Public Library Building*, by R. Hoyt Galvin and Martin Van Buren. [Paris], UNESCO, [1958], p. 17.



as the coordinator for the entire project, is the librarian. The librarian will coordinate the publicity campaign for funds; serve as the author of the written building program, or if the program is written by the buildings consultant, the librarian will be a key resource person in writing the program; serve to coordinate the library staff building committee; consult with the architect in the development of preliminary plans for the building, and with the interior planner in the development of furniture layouts. The librarian will coordinate the presentation of plans, contracts, and invoices to the governmental authority for its consideration and approval; and finally the librarian must develop plans for occupancy of the building.

The third member of the planning team is the architect. His services will usually include the assistance of electrical and mechanical engineers. Architects are trained to solve the peculiar problems of the owner, but the owner must always identify the problem. The architect should always be consulted from the very beginning, including the determination of the amount of funds for the project and the selection of the site. Principally, the architect's job is to translate the written program into specific and concise preliminary plans for the building. When these plans have been approved by the other members of the planning team, the architect will prepare the working drawings and specifications—the contract documents for the construction of the building. The architect will supervise the acceptance of bids and advise the planning team on the selection of contractors. Further, the architect will consult frequently with the contractors during the construction checking the quality of materials and workmanship; approve and forward construction invoices to the librarian; and cooperate with the interior planner in color coordination of the interior.

Earlier I mentioned two specialists who are often engaged by the governmental authority as members of the planning team. The first is the library buildings consultant. The average public librarian will not be involved in more than one library building project during an active career, and may not acquire the experience needed to handle effectively and efficiently the many details involved in the planning, construction and equipping of a building. Also, a librarian may be an expert in dealing with books and people, but will not be an expert in architectural and construction terminology, space relationships, and blueprints. Such a librarian may need the assistance of a library buildings consultant to write the program for the building and to work with the architect in the development of the preliminary plans, and the working drawings.

The library buildings consultant can serve to make a study of the community and make recommendations regarding the peculiar library building needs. Too, such a consultant can, in writing the program for the building, give reasonably accurate estimates of the amount of money the community will need to acquire a site and construct the library building. Such information is needed before the governmental authority and the librarian can convincingly sell the community on the actual amount of funds needed for the project.

Where an interior planner is secured, and I personally recommend the engaging of such a consultant both for beauty and economy, the buildings consultant will work with the interior planner in the development of furni-

ture layouts and in the selection of specific items of furniture and equipment.

A library building can be beautifully planned on the exterior and interior, but the final building can be dull and inefficient if the furniture and equipment is not carefully planned. Such planning includes the selection and arrangement of furnishings according to the written program for the building, but it also includes the coordination of colors with the architect, the selection of draperies, furniture fabrics, and most important the writing of detailed specifications for each item of furniture and equipment. The responsibility of the interior planner includes the supervision of the taking of bids for furniture and equipment, and the recommendations to the governmental authority regarding the most acceptable bids for furniture and equipment. He will supervise the receipt of the furnishings and inspect the pieces supplied to ascertain if the specifications have been met. Finally, he will supervise the placement of the furnishings.

I cannot recommend too highly that the interior planner be engaged at the very beginning of the project. He should have an opportunity to make recommendations regarding the written program, and he should make preliminary furniture layouts on the earliest drafts of preliminary plans developed by the architect. Such layouts will be an excellent test of the early preliminary plans for the building.

In discussing the planning team, I have referred to three major steps in planning a library building. These steps will be mentioned by other speakers, and I think it will be wise to define these terms. For this purpose, I will quote the definitions Mr. Van Buren and I used in the *Small Public Library Building*. The first essential step is the written 'Program':

"The programme is a written statement prepared by the librarian or other competent authority describing the purpose, scope and function of the library building. It should state as comprehensively as possible the specific needs of the library and should outline in detail the areas, their requirements, relationships and functions within the building. In addition, it should define the aesthetic character of the building and chart generally the type and nature of furnishings and equipment."<sup>3</sup>

Usually a written program for the average public library building to be planned for communities in the Southeastern States will be a mimeographed document of some twenty to thirty pages. The second step is 'Preliminary Plans,' and I quote again from UNESCO book:

"Preliminary plans are the architect's graphic expression of the written programme for the building, showing floor plans and introductory sketches of the exterior of the building. These visual representations evolve gradually through progressive stages and provide a basis for reaching an agreement among the planning team. The end result is a precise preliminary drawing and sufficient data to secure an initial cost estimate for the building. Often in the final stage of preliminary plans, the architect will prepare a scale model of the projected building."<sup>4</sup>

Several of these scale models are on exhibit at this meeting. The final of the three major steps is Working Drawings, and I quote from the same volume:

"Working drawings prepared by the architect comprise all necessary scale plans, elevations, detail drawings and written specifications necessary

3. *Ibid.*, p. 29.

4. *Ibid.*, p. 29.

to construct the building. All materials, mechanical equipment, methods of construction, and calibre of workmanship are described in precise detail, both on scale drawings and in written form. The specifications include a written description of the scope of the work, general conditions, materials and workmanship involved in the project. The working drawings and specifications serve as contract documents used for the preparation of bids and for the erection of the building."<sup>5</sup>

The success or failure of the library building may have been determined upon the selection of the site. Whenever possible, the entire planning team should be active, and the program should be written before the site is selected. Thus the selection of the site can be one of the first planning team activities. Much has been written on site selection. I will not take the time to go into details now, but I would recommend reading the literature on public library site selection before beginning to locate the site for your library. As a quick summary, I will say that the site of the main library for a city or town should be in the heart of the business district—a site that would be successful for a major department store—a site where all the people of the community will pass the library frequently in the pursuit of their normal day to day activities. A branch library should be located in or immediately adjacent to a major suburban shopping center. In addition to actual location of site, there are other important considerations. What, for example, are the potential foundation factors of the site, or what is underground? If test borings have been made on the site, the architect member of the team should study the tabulation of these borings to advise the planning team regarding possible added costs for a sound foundation for a building on the site. Sometimes test borings have been made for adjacent property. If you do not have reliable knowledge about the underground conditions, you may find that too much of your buildings fund would be buried underground to acquire the necessary foundation.

Another of the many factors to consider is orientation. In our section of the world, north light is the most ideal and east is the second most satisfactory. West light is the most difficult for libraries and south the second most difficult. In other words if you can open up the front of your building to invite in all the sidewalk traffic with a north exposure, you have an ideal orientation.

Delivery access is most important for a library building. If the corner site is being considered, delivery and bookmobile access may be planned on the side street, or if a good alley is available at the rear such delivery and bookmobile access may be planned from the rear, but in any instance seek to avoid a site where delivery would be at the front only.

The grade of the site is important, but a level site is not necessarily the best. Often a site which slopes downward from the main street will provide excellent opportunities for delivery and bookmobile access on the basement level, leaving the precious first floor space for the principal public service functions. There have been cases when very successful solutions have been evolved where the grade is upward from the front. Here the delivery and bookmobile services may be placed on the second level of the building. It is instances of this nature when an architect and buildings consultant can

<sup>5</sup>. *Ibid.*, p. 30.

see practical possibilities for a site which might otherwise seem poor to a lay committee.

When selecting a site, the planning team should remember that a public library is not as exciting to the average American as a cold beverage. The public library, to be successful, must compete for a portion of the people's time. It must advertise its wares, sell its educational services, if you please, and to do this successfully the library must be prominently located where people will pass its doors frequently. The site and the building must be so inviting that few will be able to resist entering the building. As I quoted from Public Library Service, it must present "a compelling invitation to enter, look, listen and learn." A location on a quiet side street will never provide these qualities.

Generally, it costs from one-fourth to one-half as much annually to operate and maintain a public library service program as it does to construct the building initially. It will cost very little more to operate a busy library than a quiet, idle one. Since it has been proven conclusively time after time that a site on a busy street in the center of a city will increase the use of the library many times, it is a serious error and a waste of the taxpayers resources to select a poor site. It will often cost from a third to a half as much to acquire a good site as to construct a building, and it takes courage for the planning team to take this necessary and effective step.

Often a community is interested in the possibilities of remodeling. In most respects, remodeling is more difficult than planning a new building. My principal point about remodeling at this time is to emphasize that the same steps should be followed as with planning a new building. You should, by all means, have a written program, and you should have a full planning team to evaluate the old building in the light of the written program to determine the feasibility of remodeling.

There is a word of caution about considering remodeling. Usually a remodeling job will cost about two-thirds per square foot as much as an entirely new building, and it is almost always impossible to develop remodeling plans that will in any way equal the possibilities of a new building. Remodeling is expensive and you should not be misled in undertaking a remodeling project. There are many questions to face: Is the foundation sound? Is the structure strong enough to carry the dead load of books for many years? Are there evidences of decay and rot? Will the plumbing, heating and wiring need to be replaced? Will it be feasible to install air conditioning, for air conditioning is a 'must' for a public library in our section of the United States? Is the roof in good repair, or if not, is the roof structure strong enough to permit reasonable repairs? Can an elevator be installed?

These are merely samples of the questions the planning team must evaluate as they test the written program against the building being considered for remodeling. Before any decision for remodeling is made, an accurate estimate of the potential cost of remodeling should be compared with the estimated cost for a new building.

Let us summarize the progressive steps for planning a public library building:

- 1) Select the members of the planning team: governmental authority, librarian, architect, library buildings consultant, and interior planner.
- 2) Write, and have the planning team approve, the program.
- 3) From the program, determine the funds needed for the project and secure the funds.
- 4) Select the site for the building.
- 5) Prepare the preliminary plans and furniture layouts.
- 6) Prepare the working drawings and specifications.
- 7) Prepare the final furniture and equipment layouts and write the specifications for the furniture.
- 8) Let contracts for the building, furniture and equipment.
- 9) Occupy the building for improved service to the community.

## ARCHITECTURAL TRENDS AND PROCEDURES FOR PUBLIC LIBRARY BUILDING PLANNING

By A. G. ODELL, JR.\*

The modern public library idea in itself is always a tremendous challenge to the architect. I was in Germany several years ago and noticed that one of the first public buildings being constructed with American funds was a new library in Berlin.

I think that many of us who are interested in libraries, particularly librarians who like all public administrators, never seem to get enough money from the city fathers or other controlling body, sometimes feel that the efforts in this chosen field are going unappreciated and everyone is against us. I believe all we professional people feel that way at one time or another. I also believe that deep down in the public consciousness the need and the desire for adequate public library facilities is always in the public mind, whether or not it is noticeable to librarians.

I mentioned the library in Berlin as an example of how the first American money was put to use in constructing a library—outside of the general restoration of the city. I think that is significant.

From a personal point of view, you might be interested to know that the first building I ever did was a library, and it was not a new one. Back in 1937 I had finished college and was working in New York. There was an old ante-bellum brick mansion in Concord, North Carolina, which had been used as a YMCA. It was decided to remodel this house into a community center, one of the main functions of which was to become the home of the Concord Public Library, then operating in a store building. The Concord Public Library is still housed in this remodeled old building, which has since been enlarged.

I think there is one thing that is most challenging to an architect, with respect to the public library idea, and it is that a public library is used by the public because they want to use it—not because they have to. You may have to go to the city hall, to the court house, or you may have to call the fire department, but a public library is unique in itself, because

\*Mr. Odell approved the publication of this speech with the request that reader be reminded that this printed copy has been taken from a tape recording of an informal verbal presentation.



its clientele represents the people who actually want to come there of their own volition, of their own desire, and not as a necessity of their everyday life, and it is for necessities that the average public building functions, we might keep this in mind.

So the public libraries throughout the country have flourished because people want them, not because it is tied in with their productivity or their taxes, their income or their physical protection. It is because they actually want to use a library.

Trends in public library architecture indicate changing concepts, but not any more so than in a great many other buildings. You are all familiar with the old architectural saw of what a building is supposed to have. It is supposed to have function, stability and a certain amount of beauty. This has been expressed in varying synonyms, but those three factors are what architectural design boils down to, and of course, it applies to all good architecture, and certainly to all public libraries. With respect to the use of materials of construction, new developments in these materials, plate glass, concrete, vinyl and related materials are carefully watched by all interested in library buildings.

I was out of town on an extended trip a few weeks ago attending a five-day Board Meeting of the American Institute of Architects, and I stretched the trip into two weeks just to see a little architecture. Among the libraries I enjoyed seeing were those in Dallas and New Orleans. It is always interesting to an architect to see how varying library problems are solved in different localities. I hope all librarians will have the opportunity of seeing the Cincinnati Public Library, which was one of the first of the postwar libraries, and the smaller libraries of unusual efficiency and charm, such as the Pittsfield (Massachusetts) Public Library, and the Palo Alto Public Library in California. I visited Palo Alto last spring. Its library is a beautiful one-story building well designed for the type of community it serves; it is inviting, has a spacious lawn beautifully landscaped and well kept.

One thing we might consider in the contemporary library building is the general site selection and orientation of the building, and following that, the general outlook of the building—both from the outside in, and the inside out. As Mr. Galvin mentioned in his address just preceding these remarks of mine, emphasis must be given to the desirability of a library being a part of the community, very much like a department store, where you really have the traffic and can really serve the people who generate that traffic.

Orientation does not really mean as much as in years gone by. It used to be most important because you did not have air conditioning; you had to worry a lot about sun loads, and you had to worry a lot about cold glass in the winter. Now I feel that the matter of orientation in a contemporary building of today, with air conditioning and heat absorbing glass constantly being improved, is not just a matter of exposure and north light. It has not been too many years since you could not find an architect's office that did not have north light. Like a cotton broker, he had to have a little skylight and north light. With the advances made in illumination, this has ceased to be the factor it was in the past, and incidentally if you carry this factor of north light to its extreme end, you would wind up with a pretty

gloomy interior. After all, there would be no sun, no shade, no shadows, no interesting play of changing light values—just that cold north light.

Using the Charlotte Public Library as an example, and I still am talking in terms of site selections and orientation, the actual functioning of this building from strictly a technical point of view—a librarian's point of view—had it been strictly a two-story building with no windows whatsoever, we could have had perfect artificial light in it; you would have had a cheaper air conditioning bill, and functionally it would have operated just as well, if not better. However, as an architect, I feel that we owe the users of a building a little more interest than just a mechanically desirable and economical environment insofar as technicalities are concerned.

We therefore endeavored to provide a pleasant outlook into a quiet garden court, as well as some visibility in the direction of the main business street outside. We had another problem with the adjacent property on the corner. I am sure you have noticed it, and I am sure you asked Mr. Galvin when the Library was going to buy it; when the old buildings on it were going to be torn down—these questions are asked all the time around Charlotte. Well, the Library Board did not have the funds to buy that property, but they are still hopeful that maybe they can. This building was designed with the point in mind that whether or not the Library ever acquired the adjacent property, the building would still present an attractive front or facade to the passersby. In addition to that, we have a heavy western sun load on the front of the building. We could not make it all glass—it would mean that the glass would have been draped all the time to cut down glare and the afternoon sun. We tried to provide glass—not necessarily from a functional point of view—but glass looking out into the courtyard, an area which we think adds to the interest and enjoyment of the building, giving it more of an identity of its own in the eyes of the patrons of the Library; and it gives it a little different character. We feel that this outlook is much more pleasant than just having a sealed-in, air conditioned building, such as a department store, which, of course, functions perfectly without windows.

I think there is a great deal to be said, particularly with our air conditioning and glass which is being refined and developed and made more economical, for doing all we can in designing our library buildings to let them have a more pleasant outlook; to bring the outdoors in a little more, and to bring the indoors out—to have a little planting inside and have some windows in order to look outside at the planting. We tried to do that with this building, within the bounds of economy, and I endeavor to do that on a great many of our other buildings, including a number of libraries for elementary, junior high school, and colleges.

I might supplement Mr. Galvin's remark by supporting his statement about the location of a library site. Of course, a library or any public library is a public monument, and certainly the central library is when it is downtown. You expect a branch library to blend in with its environment, whether it be a residential suburb or a shopping center location. But when you build your principal library downtown, and it is a public building, I think people expect a certain amount of dignity and visual impact from that building. And I believe it should be downtown. If you build the main library outside

in the suburbs or in a park, the claim may be made that everyone is going to drive to it. I do not think there is much fact or experience to prove this theory to be true, and I think many librarians over the country agree with Mr. Galvin's statement on that; because there is nothing deader, insofar as a library is concerned, than to be a museum in a park—and that's what it boils down to when you take a library and put it outside of town somewhere on the theory that people are going to drive there merely because we have a high automobile count.

I would like to talk a few minutes about translating a written program into the necessary plans. I shall first talk about the phase of preliminary planning which is preparatory to the working drawing and construction phases. Most librarians are under the control of a governmental authority, but whether you are under such an authority or are a free public library, you still have a library board, numbering in some instances as many as twelve people. In either case, you should have your preliminary planning delegated to a building committee, and do not have more than three people on the committee—if you can possibly persuade the chairman of the board to appoint no more than three. If you have more than that, there is always difficulty in arranging meetings—one or more is always absent, and that one absent guy is usually the one to kick over the apple cart when the majority of the committee presents their report to the Board itself. I think if you have a committee of only three you can move very fast in getting things done.

On the Building Committee be sure to have a representative of any major dissenting view or minority group. I have worked with many boards and building committees. If there is one person who is always the trouble maker, I have learned you frequently can get decisions made more promptly if you appoint that person the chairman. The architect and the librarian have to educate these laymen on what we are trying to do, and if you have to do some selling, sell the "trouble-maker" first; then you will not have to be doing things all over again. I say this advisedly, because in the experience of my practice I can say with certainty that it is an ideal situation to have a three-man building committee, and have the biggest trouble-maker on that committee, preferably as chairman. You and the architect will have little trouble seeing eye to eye; he is trying to accomplish exactly the same thing you are. Your disagreements will be primarily with the details, which should be ironed out technically between you, and which the board or the building committee will probably never hear about. As far as the big picture goes—getting the final results, talking budget, orientation, general areas, and general appearances—I do not think any of you librarians need feel that the architect will go to the building committee before you and he have ironed out any differences of opinion, because this agreement is as much to the architect's advantage as it is to yours.

I do not know which towns all of you here represent, but I assume that a number of you are from small communities, and in some of these communities you may say, "We have an architect, and I know the board wants to use him, but he has never done a library. I want to get somebody who has done a library." Well, you know there are two things about experts; first, they invariably come from far away; and second, some of them may



be in a groove, the groove of making the same mistakes all over again. You may get a young man in your community and it may be that he is unsure of himself or has to do a lot of research and study to give you what you want; but do not forget that is true of any architectural problem—each one is a problem in itself—no two jobs are alike. You must dig in to get these facts to determine where you are going and what you are going to do.

Do not misunderstand me, I am not saying that there are not a great many able consultants who can be of great help to you. If you are in a community with one or two architects who have not done a library, I think it would be well worth considering, if your board is so concerned, the engagement of a consultant who is familiar with libraries and how they work. Have him help you write your program, maybe even make space diagrams and even go into preliminary drawings in conjunction with your local architect. I think that is the best way to use a consultant in a situation like this. After he has made suggestions to you, then you should not hesitate to make up your own mind, because you, the architect, and the board are going to have to live with the library, whereas that consultant has already gone back to Chicago or wherever he lives. So, no matter how many consultants you get, the responsibility will always wind up on the local level. You are the one who is going to have to live with it, you and your successors. You always have to consider then, the local aspect, no matter how many outside suggestions you get.

I think that any architect, or any professional man, who is worth his salt, wants all the help he can get. I personally welcome criticisms or suggestions on any job we get, we shall take their suggestions and we welcome their opinions. Of course, decisions have to be made; you cannot take everybody's opinion—that is like trying to build a house and cutting a thousand pictures out and saying you want a little bit of everything in your house—you cannot fit it all together.

In developing plans for the Charlotte Library, owing to various factors, bond elections were delayed. I think Mr. Galvin and my office put that extra time to good advantage. Our plans were reviewed by, I do not know how many, librarians. We went to Cincinnati and saw a library up there, and to Chicago and Minneapolis, and talked to members of the A.L.A. Building Committee who had just had building programs or were consultants themselves to other building programs, and we tried to milk them of every suggestion or criticism they might have. Of course, we were not always in agreement but we got a number of good ideas and we considered all of them, whether good or bad. Nevertheless, the final decision was made basically on the local level, but with the feeling that we had spent our time well in obtaining free advice and to our good advantage.

After you arrive at the development of your preliminary plans, and I am assuming now that the architect and librarian are very well satisfied with them and are ready to present them to the building committee, the old adage comes into play about a picture is worth ten thousand words—and I judge a model is worth more than that. In our particular case, we had a model of the proposed building and several interior sketches to show how the interior would appear. I think there were some on the Board who said from the start that they definitely wanted a colonial or classical building, and

when they saw the model, one or more threw up their hands. But when you have a model, you ask that they do not make up their minds at the moment—just wait. As time goes by you would be amazed at how time and the model help sell the job to the Board and to the public. The more they look at it, the more they get used to it; it is like having a baby—that baby may be different than expected, but it is your baby, and as time goes by, it looks better all the time! So, if you have a model, which is a toy of reality, it takes on a resemblance of the finished thing, which actually a two-dimensional drawing will not do. If you get into a situation where you must do a lot of hard selling to board members or board selling to the public, or what not, I believe you will find that a model will be very helpful.

Of course, the best way to sell a job is with nothing except the need. The more you show people, the more there is to criticize; because no matter what you have to show, you always hear: "I don't like this" or "I don't like that." The need, with reference to a question asked earlier, is all too frequently answered by a county commissioner or someone who will just pull a figure out of a hat—a round million dollars, or \$100,000 or whatnot, and thereby force you to plan within this figure, regardless of its adequacy for your needs. In order to prevent this, it is up to you librarians to get a small amount of money from your board and hire an architect to help you in a preliminary sense, so you can arrive at a reasonable or realistic budget before the governmental authorities just "fly off the handle" and magnanimously give you only one-third of what you ought to have. If you have a bond election, it is usually better to have no plans at all. A model is more effective in presentation to the board itself, presuming you have to "sell" a rather large board of seven to fifteen people.

I would also strongly suggest this: during the preliminary phase of design development, and immediately after the preliminary drawings, or model, or renderings have been submitted, you should insist that your architect give you his design criteria—just a brief outline of what your building is going to do from a heating and air conditioning and lighting point of view, and what the various finish materials will be. It may be just a few paragraphs; it may be a few pages, but you should know, for example, that the temperature—if it is one hundred degrees outside—is going to be brought down to eighty. Or if it is zero degrees outside are you going to be able to bring it up to seventy. These are extremes, generalized and incomplete examples but you should have some idea of what you are to get, and you ought to see that the architect provides it by holding his mechanical engineers to it.

The same thing applies to lighting. I think you should discuss at length the kind and amount of lighting you are going to have. I do not think you should dictate the foot candles and I do not think recommendations of the power companies should dictate the foot candles either. That is a pet peeve of mine; every year when one consults a lighting manual one finds recommendations have gone up another ten foot candles or so—it goes on and on. Now some "authorities" are recommending eighty-five candles for office buildings. To me this is ridiculous. I made a point of reading various articles by members of the medical profession, and, of course, I suppose that a little bit of knowledge is a dangerous thing, but I find myself in complete agree-

ment with this: The thing that hurts your eyes is not necessarily a dim light, nor a bright light. Insofar as intensity goes, there are two things, one is glare and the other is contrast. If you eliminate the glare and the contrast, a low lighting capacity when you are reading—a dim light—will not hurt your eyes any more than a dim sound will hurt your ears. You may, when you go to bed at night, immediately after turning out the lights, try to look at the luminous dial of your watch. You cannot see it, but if you wait a few minutes, you can see it very clearly, because your eyes have gotten accustomed to the dark. Some years ago my youngest child was in an adjoining room, and a five-watt bulb (night light) was in the room. You would not even know it was on in the daytime, but to wake up in the middle of the night, you would have thought there was a hundred-watt bulb burning in that room. I am not trying to get too technical or abstract about this, but I do think that frequently the lighting is overdone. The point is that in the preliminary stages you should know exactly where you are going on this approach to lighting. If you are going to have thirty-five foot candles in one room or sixty in another or seventy-five over your catalogs, or whatnot, you should have it clearly understood, because it eliminates much misunderstanding later, changes in the drawings, delays and waste of time.

You will hear more about the value of an interior furnishing consultant in respect to your libraries, and I cannot speak too highly on their value to you, not only in library work, but in almost any building project. For example, if you do not have someone to help you and guide you in your selection and placement of your new furnishings and equipment, as well as the continued utilization of that which you have and which you feel is salvageable, you immediately fall prey to any furniture salesman. You will be besieged with them all the time. The consultant used on the Charlotte library had library experience and we found him most helpful.

First, he took an inventory of all furnishings owned in order to see what could be reused. We furnished him with our preliminary plans and budget for interior furnishings and he recommended placement of furniture, groupings, the number of pieces which would have to be obtained. Then he worked out a complete color scheme with swatches and price of materials, so you would know exactly what ought to be bought and exactly what it was going to cost. This was gone over carefully by the architect together with the interior consultant; changes were made as directed by the architect; and the complete interior "package" was then presented to the librarian. It was then quite easy for the librarian to review, amend, or approve. Now, we recommend the same type procedure on most all of our jobs—college work, hospitals, etc. We have found that invariably a furnishings consultant can write specifications and assist you through competitive bidding in buying material just as cheaply or probably more cheaply than you can buy it anywhere else, no matter how many cousins of somebody who runs a furniture plant you may have on your board.

The interior furnishings consultant for the Public Library here in Charlotte was Martin Van Buren, and we had worked with him on other projects, and he usually works directly under the coordinating control of the architect. In other words, he would bring his color schemes and suggestions to us; we would talk about them and if we did not agree we would work them out

between us, so when they were presented to the Library Director or the Library Board all their professional consultants were in agreement. There was no disagreement between us which we did not thrash out among ourselves before it went to Mr. Galvin for his approval and on up the line for Board approval.

Libraries being public buildings constructed with public funds, they must be advertised and bids taken before construction can get underway. We had various alternates. I think the obtaining of alternate bids can be overdone. For instance, today it was brought to my attention that the North Carolina State Code requires standard weight soil pipe, and the City of Charlotte requires extra heavy soil pipe. We had specified the latter for a college job, and the college authorities said, "Oh, you do not need to use that heavy stuff. Save the money." We took the alternate bids and, with a building running about a million dollars, the alternate would save us about \$300.00; but for a permanent public building the saving is not worthwhile. I point out that because the taking of alternates is frequently overdone. I would not take an alternate unless it cannot possibly be avoided, unless it represents a saving of as much as two per cent of your total cost. It will not have much effect on the budget if it is any less than that.

After a job gets under construction it is the architect's duty to assist you in seeing that the contractor lives up to his responsibilities as set forth in his agreement with the owner, be the owner the city authorities, the board of trustees, or whoever. A lot depends on the ability and experience of the contractor, but you cannot select a contractor for public work on any basis other than the low bid. You must take whoever can make bond and wants to bid it and is the low man. If a man gets the job who has not had much construction experience and who is a slipshod administrator, the architect has ways of finding that out and can advise you. Even though he may have been the low bidder and can save you so many thousands of dollars, it is going to pay you to hire a full-time clerk for a salary that may amount to that same amount of savings and put him on the job to watch the contractor. In other words the saving is not there unless the inept contractor is watched very carefully. Now the standard form of contract which the architect will execute with you merely requires him during the supervisory stage to administer the work and check on it periodically. But that does not mean he stays on the job day in and day out watching the contractor's every move. If you feel you have the type contractor who must be watched closely, it is the library's advantage to authorize and to pay for a project inspector who will work under the architect's direction and assist him for such lengths of time that the architect deems it necessary to have a full-time inspector on the job.

I believe this about concludes the remarks I have to make on the library building procedures from an architect's point of view. If you have any questions, I would be glad to try to answer them.

## INTERIOR PLANNING OF PUBLIC LIBRARY BUILDINGS

By MARTIN VAN BUREN

### RESPONSIBILITIES OF THE PUBLIC LIBRARY

Today we live in a society that is mass-oriented to vast and elaborate organisms dedicated to the task of soliciting our interest, our time, and our pocketbooks. Products are packaged in glamour, services are swathed in an air of efficient enticement, and both are displayed in surroundings that are attractive, colorful, pleasant, and modern. Ours is indeed a chrome-plated culture, aimed at luring our attention and influencing our attitudes. This is no hit-or-miss campaign, nor is it a temporary provocation. From the hierarchies of Madison Avenue an aura of calculated invitation vibrates to the pulse of a receptive and eager public, and atmosphere of kingly proportions surrounds us in drugstores and supermarkets and shops and banks, from portly cities to cozy villages; even Gopher Prairie has felt the manicured touch of the Tastemakers.

It is in this dynamic setting that the public library now finds itself. It is indeed a challenge.

It is a challenge because the role of the public library, as never before, must keep pace with the exigencies surrounding it. Although a non-profit organization, the public library must nevertheless face up to this challenge and respond to it with equal energy on a similar level. There is no other choice. This means greater emphasis on library service in the community, it means greater efforts to expand library services, it means the creation of universally better and more attractive library buildings. And it means, within the library, offering to patrons physical surroundings equal to the most enticing of its commercial neighbors. This is not to say that such physical surroundings need be lavish—far from it. As interior designers, we have ourselves done many, many interiors that accomplished the requirements set forth by our clients at nominal budgets, not only in libraries but in other public buildings, in private firms, in banks, in restaurants, and in hospitals.

The public library, perhaps more than any other institution, faces the urgent task today of engaging in a monumental effort to vie for the public interest. Let us see why.

To quote from George Gerbner, Associate Professor at the Institute of Communications Research, University of Illinois:

"As a nation we now devote more time to the consumption of mass-produced communications than to paid work, or play, or anything except sleep (and the Late Show is cutting into that, too). Television alone, only ten years old as a mass medium, now demands one-fifth of the average person's waking life. Comic books, twenty years old, can sell one billion copies a year at a cost of \$100 million—four times the budget of all public libraries, and more than the cost of the entire book supply for both primary and secondary schools. Movies, developed within a lifetime, reach 50 million people who still go to theatres each week. The same number stay home and watch movies on TV *each night*—a total of 400 million viewers a week!"

Because of these facts, it becomes obvious that the library, if it is to retain its position as a respected and important cultural leader in the community,



must exist in a physical atmosphere consistent with this position. Its building must be outstanding architecturally, and the interior of the building—its furnishings, materials, colors, and so forth—must offer a great deal more than efficiency alone.

Of course, the most successful library interior solves only one aspect of our problem, but it is at least an important one. Let us discuss here the proceeds and stages in planning a library interior.

#### COMMENCEMENT OF INTERIOR PLANNING

A logical question concerning the interior planning of a library building is: When does it commence? At what stage in the overall building program does the problem of interior planning first arise? The answer is: During the development of the initial architectural plans. It is during this early stage that changes in building plans can readily be made, and it is therefore only logical that special requirements for equipment, seating needs, and the like, should be determined as a check against area allowances within the building itself. Often a slight shifting of partitions, relocation of a door, adjustment of a window, can solve an interior furnishing problem which otherwise might pose a serious restriction to library operation or interior beauty. Without question, the architectural matter of telephone and electrical outlet locations must relate to interior furnishings; therefore, these should be considered jointly.

This relationship of interior planning to early architectural concepts is too often ignored, and results in unfortunate and awkward compromises in equipping the building. Parenthetically, it might be added that early interior planning adds nothing to planning fees since most interior planning consultants work on either a percentage or a flat fee basis regardless of work-hours consumed, and an efficient marriage of architectural and interior plans can often result in economical solutions through the use of standard mass-produced equipment.

#### PRELIMINARY INTERIOR LAYOUTS

During this early stage in planning, considerable emphasis must be placed on the functional relationship of areas within the building, for it is from this important stage that an efficient interior plan becomes possible. Here, not only the librarian and the architect render valuable service, but the interior consultant as well. It is his task to work closely with the librarian and the architect to interpret the program needs in terms of actual space requirements, control factors, and traffic flow. If certain areas are not adequate, for example, to contain the designated equipment—or seating, or book shelving—such facts should be brought out and corrected. If certain areas obviously lack supervision from exposed work stations, the basic plan must be altered or the librarian must determine if additional personnel can be afforded for this purpose. If disturbing traffic cuts directly through quiet reading areas, the defect in plan must be studied and corrected. If insufficient space is allocated to card catalogs they must either be relocated or the plan altered. If orientation and plan are such that harsh sunlight will disturb patrons or staff work areas, provision must be made for sun control, either by architectural means or in the interior plan. And so on.

The question might be asked: lacking a final interior plan at this stage, how can the adequacy of space allowances be determined? Actually, a very rough equipment sketch-plan is evolved, sufficient to determine sizes, traffic possibilities, and other space requirements. Scaled to the architect's preliminary plans, equipment needs as set forth in the written program are roughed in sufficiently to determine if a solution is possible. As an aid in accomplishing this, various formulae have been developed which offer general standards, these can be found in such publications as Wheeler and Githens volume<sup>1</sup> or "The Small Public Library Building" which Mr. Galvin and I wrote for UNESCO.<sup>2</sup>

#### EQUIPMENT AND FURNISHING BUDGETS

Concurrently with the above initial stage of interior planning, basic cost data should be assembled for interior furnishings and equipment. Normally a building project is confined to a fixed overall sum which encompasses procurement of site, construction of the building, furnishings, and equipment. This overall sum must be broken down into component allowances for the accomplishment of these various requirements. Therefore a fairly accurate breakdown budget for furnishings and equipment should be made at this stage. This budget can then be balanced against site and construction estimates to make certain all budget allowances are in line with the overall building fund. Once a site is procured and a building contract let, further adjustments in equipment allowances become impossible.

Often during initial budget considerations certain "average" figures for furniture and equipment are used. These are obtained from other recently completed projects of similar nature. In recent years these "average" figures range from \$2 to \$3 per square foot. Another rough guide is the "average" figure of 10% to 15% of the overall building cost. It should be noted that such figures not only vary with time, but they vary from one geographical area to another.

Whereas such general cost figures are sufficient for preliminary budget allowances, they should be used only as a guide, with more detailed computations being made before architectural plans proceed to any detailed degree. To accomplish this, reference is again made to the written program. From this program a complete cost list of equipment, shelving requirements, seating capacities, etc., should be made. To this list should be added contemplated allowances for such items as draperies, carpeting and the like, interior consultant fees, miscellaneous requirements such as janitorial equipment, office machines, waste receptacles, umbrella stands, coat racks, ashtrays, etc. To determine budget allowances item by item, two sources are available: other libraries which have recently acquired similar equipment and manufacturers themselves.

The assembly of the list itself might appear to be a monumental task. Actually it is not as formidable as it seems. If the librarian and the interior planning consultant review the plan of the building area by area, and

1. Wheeler, Joseph Lewis. *The American Public Library Building: Its Planning and Design with Special Reference to Its Administration and Service*, by Joseph L. Wheeler and Alfred Norton Githens. New York, Scribner's, 1941.

2. Galvin, Hoyt Rees. *The Small Public Library Building*, by Hoyt R. Galvin and Martin Van Buren. [Paris], UNESCO, [1958].

function by function, it will be found that requirements materialize quite naturally.

A word of caution: preconceptions of equipment as to type, style, or particular manufacturer should be avoided during the compilation of the budget list. Such preconceptions will invariably hamper future creative design of the library interior. Even lacking specific manufacturers' models in the list, one experienced in market costs generally will be able to assign reasonable allowances for each item included. In the final analysis, it will be found that certain items will be higher in cost, certain items lower than originally anticipated, because of variances in types and materials finally selected. But a fair *overall* allowance is the goal, a figure toward which the interior planning consultant can work.

#### FINAL LAYOUT DEVELOPMENT

Once an architectural plan is finalized and an overall furnishing budget figure determined, detailed interior planning can commence. It is advisable as a first step to "block in" accurately shelving requirements in the various areas, since these requirements are generally inflexible; are normally qualified precisely in the written program; and will by architectural necessity be already considered in some detail.

Next, other fixed equipment should be indicated and placed on the plan. This includes such items as the lending desk, card catalog, information and reference equipment, and the like. The librarian should review extensively the location of equipment located thus far, and study its relationship to pertinent areas with particular reference to its use in actual operation by both patrons and staff. Accessibility of equipment to those who frequently make use of it is a vital element of efficient library operation; this point cannot be overstressed.

With the placement of shelving and basic fixed equipment, applied carefully to scale on the architect's plan, additional study should be made of traffic flow and space allowances immediately adjacent to such equipment. Does the bookstack arrangement permit the 3'-0" minimum aisle space required? Is there adequate circulation space around the more heavily used centers such as the lending desk and the card catalog? Here, future traffic jams can be a serious bottleneck. Although this matter of traffic and circulation space has already been considered during the architectural development, it must be constantly re-checked during the placement and location of furnishings and equipment.

Most contemporary library buildings follow a concept of "open planning" with a minimum of permanent partitions, thus offering a feeling of spaciousness, of friendly invitation as one's glance embraces the easy flow of one area into another. Such open planning also permits great flexibility as future needs of the library alter and change by season or by growth. Into this plan has been located fixed or permanent equipment, and various visual or psychological separation of certain areas may be approached by means of movable equipment such as free-standing book shelves, bulletin boards, display racks, or movable partitions. Often the arrangement of furniture groupings can create psychological separation. Again, the subject of traffic flow will determine the placement of such divisions. As each area is considered



the question should be asked: where is the most logical and least disturbing point of traffic entry and exit? Proper placement of divider units permits patrons to be subtly routed into the desired areas, where they will have immediate access to its material with as little disturbance of readers as possible.

There has been—and still is—some debate as to the practicality of such open planning. In the case of public libraries this is particularly true with regard to the children's area and the young adult's area. Many librarians are of the opinion that these two areas should be completely isolated by solid partitions. There is valid argument to this viewpoint, but it must be pointed out that one of the most crucial difficulties in library operation today is lack of sufficient personnel, since salary budgets in most libraries are woefully inadequate and experienced personnel difficult to find. Personnel costs are absorbing an ever increasing proportion of library operating budgets, and enclosure of any areas requiring constant supervision may thus increase staff requirements. Glass partitions may partially solve the problem. Some librarians believe that discipline in open areas is just as effectively controlled under the firm and wary eye of a nearby staff member, who perhaps serves a dual function at the lending desk.

We come to the question of lounge seating versus table seating. In recent years there has been an increase in the proportion of lounge seating, which is an encouraging trend so long as it does not lead to over-emphasis. Attractive, informal lounge areas add much to a library's atmosphere of hospitality. Where an open facade at street level is planned, attractive lounge groups can be so located as to be pleasantly visible from the exterior. In plan this arrangement is logical, for the more informal browsing areas need not be secluded but can be left open to public view. The more serious study and research areas, which offer primarily table-reader facilities, should be located away from heavy traffic and circulation, i.e., away from the main entry and related traffic.

To maintain a sense of orderliness, lounge traffic should be arranged in groupings. A haphazard scramble of chairs and tables creates an immediate impression of chaos. To discourage patrons from shuffling chairs about, and as a guide for janitors who straighten up, area rugs of a durable material are sometimes employed as a definition of each group location. In addition, the placement of a heavy central piece such as a coffee table which is not easily moved will serve as an "anchor" around which lounge chairs may be placed.

Although the use of sofas is discouraged because readers invariably prefer separate chairs, their immobility also serves to "anchor" a grouping. Furthermore, in a very spacious reading area a certain amount of visual bulk is desired to balance the scale of furnishings with that of the surrounding area.

The amount of table reader seating should be indicated in the written program. Naturally a college or reference library will require a preponderance of such seating whereas a public library's requirements will vary according to the amount of student and research activity anticipated. Individual study units should be incorporated, either as separate tables or in the form of carrels. A recent study of a typical college library, made by the writer,

indicated that standard 36" wide reader tables were inadequate to serve the surface area requirements for student work. Consequently 48" tables were specified and the difficulty alleviated. This observation is not an original one, but it points out the careful thought which must be applied to every aspect of library planning.

Before an overall furnishing plan has been finalized it should again be checked against the requirements set forth in the program. Quite often there develops a certain amount of give-and-take, of compromise, that is unavoidable. It is unrealistic to assume that an absolute ideal exists, and here the program must be considered as a goal rather than a precise dictate. Whatever compromise appears necessary should be judged carefully and discussed among members of the planning team. If the discrepancy between the program requirements and actual conditions does not seriously impair the efficiency of the library, it is probably expedient to accept the compromise; if, on the other hand, the actual plan requirement poses a serious concession the furnishing plan must be reworked, if necessary from the very beginning.

#### SELECTION OF SPECIFIC ITEMS OF EQUIPMENT

However, let us not be pessimistic. Assuming that a workable plan has been completed, the actual selection of furnishings and equipment must be undertaken. This involves extensive evaluation, of judging and weighing the relative merits of materials, styles, finishes, colors, construction standards, and the like. When one considers the seemingly endless variety of equipment to be specified, from the more obvious chairs and tables to such items as upholstery fabrics and display racks, one is tempted to give up in despair. How does one go about this task? There are two obvious avenues of approach: 1) experience, and 2) investigation.

For purpose of this discussion let us assume that *experience*, in the above sense, is lacking. Investigation of equipment in all its phases is a time-consuming but important task. Let us first consider the three basic attributes which apply to the selection of all library furnishings and equipment. They are: 1) function, 2) durability, and 3) beauty.

If we examine these three elements in order, we find that the task of evaluation is greatly simplified. First, function, which encompasses comfort, convenience, efficiency, simplicity of operation, economy of maintenance, and so forth. For example, what is the most comfortable table-top height and color for readers? The most convenient lending desk height? The most comfortable type chair? The most efficient desk arrangement as to drawer and typewriter arrangement? The most workable arrangement of lending desk components?

As a concrete example, during the planning of Charlotte's library we questioned the 24" table height which was a proposed standard for children. This standard was apparently based on the old maxim of a 10" differential between chair seat and table height, since children's chairs are normally 14" from floor to seat. Upon investigation we discovered that this 10" differential, although quite acceptable for adults, was uncomfortable for children. Further investigation indicated a table height of 22" as a more ac-

ceptable and functional solution, based upon the utilization of apronless tables.

From the question of function we progress to the matter of durability. It is an obvious disclosure that a substantial expenditure for furnishings and equipment cannot be duplicated every few years; that replacement within a short time is normally out of the question. Therefore, great care must be exercised in specifying furnishings which will resist public abuse day after day, year after year. One might ask how an intelligent investigation can be carried out by a layman who is unfamiliar with construction technologies? One method is to consult unbiased authorities who do possess such background and knowledge. Another is to make exhaustive inquiry regarding the past performance of identical equipment—to determine where it has been previously installed, for how long, and under how severe abuse. Inquiry can then be made as to its durability under test conditions.

It might be said that a piece of furniture or equipment is only as strong as its weakest joint. To this might be added such factors as the strength of its component parts, durability of finish, and ruggedness of upholstery materials. It is accepted practice among manufacturers to submit samples of materials, finishes, joint construction, etc., which can be subjected to rigorous tests. Such tests are informative but not conclusive, for it is the combination of all structural features which determine overall strength.

A significant misconception regarding durability is that bulk and weight are synonymous with strength. Today's technologies, materials and construction systems permit light weight forms and shapes which are stronger than anything dreamed of a generation ago.

Finally, be wary of manufacturer's claims. Even the most reputable are not infallible, and there is no such thing as a single manufacturer who is unquestionably superior to all others. Simple logic indicates that the tools and machinery necessary to produce top calibre equipment can be procured by any manufacturer with the means and initiative to do so, and with such tools there is an optimum standard that can be attained.

Standards of beauty are regrettably often left in the wake of the more practical standards of function and durability. Yet here we come to that "certain something" that gives the outstanding library its immediate impact and lasting impression on the public it strives to serve. How can one discuss beauty, or the means to attain it? Can one say, "This library is beautiful because it has pink marble walls?" Can one say, "This library is beautiful because its reading chairs won three international design awards?" Or that they cost a hundred dollars apiece? Can one say, "This library is beautiful because its bookshelves are hand-wrought of imported Brazilian rosewood?"

We are faced with a dilemma. The thing we are trying to achieve eludes us. Through logic we can arrange spaces within the building, and lay out equipment to practical advantage. Through investigation we can ascertain the relative function and durability of furnishings. But through what facility can we assure ourselves of a library so attractive that it can hope to lure TV viewers from the glamour of the Hollywood stage set, or shoppers from the glittering atmosphere of the department store, or youngsters from the vivid excitement of the comic book?

The accomplishments of this, I fear, offers no pat solution. Perhaps one

might say it requires imagination, another creativeness (whatever that might mean), still another the ability to visualize—in scope and color and proportion—the relationship of a myriad objects and materials, then mentally fuse them into a congruous entity. This is close but not enlightening.

The simplest answer, I think, to this search for honest judgement of beauty lies in careful analysis of existing libraries. Many successful examples are in existence and more are being erected each year. Most outstanding libraries today are published pictorially with professional comments as to beauty as well as other qualities. Even though members of the planning team are unable to visit all such outstanding examples, they can study these by photographs. The point is, each example should be examined objectively and minutely, with the question constantly in mind: "Wherein lies its beauty? What, precisely, is there about this library that makes it exceptional?"

I realize this is a feeble answer to a vital question. However, if it were possible in four paragraphs accurately to define and clarify the factors that bring attractiveness and beauty to a library—or to anything, for that matter—history would most assuredly come to an abrupt reassessment of its future, for that elusive "certain something" of which we speak would no longer exist.

#### SPECIFICATION WRITING

Returning to the broader application of library interior planning, we find ourselves faced with the task of interpreting our furniture and equipment selections, their function, durability and beauty, in the form of written specifications. There are two basic objectives in preparing such specifications for bidders: 1) to describe and qualify each item of equipment as to size, construction, material, design, and quality; and 2) to prescribe minimum standards in sufficient detail as to eliminate the participation of unqualified bidders, or the submittal of unacceptable merchandise or services.

The written specifications should also contain a section, normally titled "General Collections," in which are included various forms of legal protection for the library, and general contractual terms under which the contractor and the library agree to work. Many governmental agencies have standardized these general conditions as they relate to all such bidding procedures; these are readily obtainable and can be used as a guide to library equipment specifications. It is important that legal protection clauses be thorough and comprehensive, a matter which should be reviewed by the library's legal counsel.

The problem of writing detailed specifications which satisfy the qualities of design and construction outlined above is not a simple one. For reasons of practicality it must be conceded that specific items of manufacture must necessarily be chosen during the planning stage, otherwise budget allowances and design concepts become an almost impossible task. Therefore, it is common practice to prescribe an exact item, by manufacturer and catalog number, as the chosen standard. This definition is commonly followed by the phrase, "or equal." And herein lies a great danger, for the term "or equal" opens infinite avenues for compromise (dissention, political shenan-

gans, and even the possible loss of carefully developed design and construction standards. It is thus vital that evaluation and judgement of alternate proposals be done with as much experience and care as were the original selections.

On the other hand, the "or equal" phrase is an invaluable aid in procuring advantageous bids, for bidders who are aware of keen competition will react accordingly.

Having made specific manufacturer's selections, it will be found that these manufacturers are more than eager to furnish detailed construction and design data which can be included in the specifications. One inherent weakness in most specifications is the lack of design definitions. It has been mentioned previously that beauty of equipment is an important element to an attractive and successful library building, and it is assumed that this quality has been carefully considered in selecting items to be specified. Yet, if design qualities are not described in the specifications, a low bid is conceivable which meets all structural standards but simply does not satisfy the design standards wanted. If standards of beauty or design are not included in the specifications this presents a moral and legal question as to the award of bid. Who can state in legal terms which is acceptable design and which is not? The argument is abstract and therefore indefinable.

The answer lies in the writing of the General Conditions. In order to allay such a possibility, two insertions are relevant. One should state as follows: "In consideration of alternate proposals, quality of design shall bear equal weight with that of construction." The second clause, which is commonly used, states that, "The Owner reserves the right to waive informalities and to accept or reject any or all bids." With the added comment that the decision of the Owner is final, the library achieves the legal protection it requires.

These are not unfair inclusions; the basic premise is to plan and equip the best possible library building in all respects, and a planning team devoted to this end must remain firm, at the risk of appearing dogmatic.

### Bids

Receiving and opening bids, which is normally a formal affair performed at a previously stated time and date, requires only two comments.

First, a responsible party must be assigned the task of keeping records of all proceedings, from the list of those requesting and receiving specifications and any subsequent addenda, to preparation of a tabulation sheet which records the compilation of bids received. Such records circumvent argument among bidders, questions of procedure, and objections as to final awards.

Second, from the moment bids are opened and publicly announced, all arguments and protestations from interested parties must be avoided. It is only human for a defeated bidder to want to plead his case; however, one accepted plea can only result in rebuttal, and confusion soon results, occasionally to the point where the responsible parties become too involved to assess bids on a fair and equal basis. This comment appears trivial, but the condition described does happen in public bid-openings and often.



## SUMMARY

We have here covered but superficially the basic scope of interior planning with regard to public libraries. In the brief time allotted it has been impossible to explore these processes in detail.

There is, however, a more important point that I have tried to make. That is the increasingly significant role that I believe the public library must and will play in the critical period that we now find ourselves. No longer can we face the world without increased knowledge, collectively or individually. No longer can we stand by and allow our children to grow up amidst a comic-book culture consisting of past-tense glory and future-tense inertia. The educational demands of our society are becoming increasingly acute, and the demand is rapidly surpassing the supply.

In a short time I predict that the excess burden of self-education will fall on the public libraries of America. The prospect is awesome. Will the forces that comprise our public library facilities be able to cope with this challenging demand?

I think they will.

## MOVABLE PARTITIONS FOR FLEXIBILITY IN LIBRARY PLANNING

By ROBERT C. THERREL

To begin here, I would like to make a quote from a very fine book written by Hoyt Galvin and Martin Van Buren:

"In a building with a single basic purpose, such as a public library, each integral part has a bearing on the others, but the ever-changing tide of activities from hour to hour and from day to day, alters the ratio of importance and degree of activity of these parts. Flexibility, then, is the key factor. Flexibility of operation, control, supervision, and allocation of space."<sup>1</sup>

This paragraph is the basis of the movable interior wall industry. The need for flexibility has set the standards by which our products are manufactured. It would be quite presumptuous of me to think that I could further discuss the field of flexibility for modern libraries, as this has been quite aptly covered by your previous speakers, but I do hope that by the end of my talk, I will have been able to show you how movable interior walls can give you the flexibility that we all agree is so necessary in today's modern library. I have had a considerable amount of trouble with my name and that of my company—many times I have told a receptionist that my name was Robert C. Therrel with the E. F. Hauserman Company and I would like to see Mr. X. At least half of the time, the receptionist will call Mr. X and announce, "Mr. Terrell is here to see you from the Housing Authority," or, something that sounds similar to the Hauserman Company. It becomes an even greater task to explain to any good friends exactly what I do for a living. I tell them that I sell movable interior walls and they, of course, look at me with blank look and ask if these walls are like folding doors, or, do

1. Galvin, Hoyt Rees. *The Small Public Library Building*, by Hoyt R. Galvin and Martin Van Buren. [Paris], UNESCO, [1958], p. 17.

these walls have rollers on them, so that you can roll them into a corner if someone needs the space. Therefore, to avoid any confusion, I would like to start my discussion of movable walls by breaking them down into three categories: 1) What is a movable interior wall system? 2) How do you move these interior walls? 3) Why use movable walls—what will they do for your library that conventional plaster construction cannot do? (At this point Mr. Therrel showed 30 slides of modern office, library, and industrial building interiors and asked the audience to see if they could spot which interiors were movable [all shown were movable]. This served to answer the first category breakdown—"What is a movable interior?")

As you noticed in the preceding slides, you can achieve almost any design element or any decorative scheme with today's modern movable wall, using partition elevations, varying from solid steel panels to all glass panels, with many surface materials, ranging from natural woods, vinyls, wall paper to baked enamel on steel, in any color desired. (Then Mr. Therrel showed 30 more slides, showing an actual case history of the construction of a building, showing how movable walls were installed and how they moved. This portion served to answer the second category, "*How do you move these interior walls?*") Then with the use of a working model of a movable partition, Mr. Therrel went into phase #3 of his discussion, "*Why use movable walls—what will they do for your library as compared to conventional plaster construction?*")

One of the prime benefits of a movable wall is the clean, crisp, handsome beauty, unobtainable with any other type of construction. With today's building materials and labor, it is impossible to work with tolerances that are as close as can be obtained in a modern plant, using up-to-date machinery. Movable walls are produced with tolerances of 1/100, 1/64 or 1/1000 of an inch. These tolerances are impossible in the field; therefore, today's movable wall systems can give a truly distinctive appearance unlike anything done with conventional materials and conventional construction methods. There are several intangible benefits derived from this beauty. Of course, everyone likes to work in a building with pleasing, comfortable surroundings; therefore, when employees have the right kind of surroundings, their efficiency increases and employee turn-over decreases—both of these are dollar savings' benefits.

Secondly, your movable wall system should be the lowest possible cost wall system to own. You should never have to paint your interior walls—only wash them occasionally with soap and water. Compare this to conventional construction where painting is usually required about every third year. This accounts for another dollar saving—up to ten cents per square foot of wall surface.

With conventional construction, you also have the added problem of having to move your employees to another area while the painting is being done. Today's modern movable interior walls have been subjected to very rigid paint tests—such as the one you see here on the chart. I will not attempt to go over each step in the paint test, but I would like to point out the basic tests that were conducted:

Weathering—400 hours exposure in an XIA weathering machine with no fading or rusting.

**Humidity Resistance**—400 hours in atmosphere with 100% humidity and temperature at 100 degrees fahrenheit, with no deterioration.

**Washability**—400,000 brush strokes while emersed in a 5% trisodium phosphate solution. No softening.

**Chemical Resistance**—Alkali—50% sodium hydroxide, 1 hour emersion; 28% ammonium hydroxide, 4 hours emersion, with no etching, blistering, cracking or changing color.

**Acid Resistance**—50% sulfuric acid, 4 hours; 10% phosphoric acid, 4 hours; 5% hydrochloric acid, 4 hours; 5% acetic acid, 4 hours; 5% nitric acid, 1 hour, with no etching, blistering, cracking or changing color.

These tests are very important to ensure that your movable wall will be able to withstand all the punishment it might receive in any type of building.

The next feature of a movable wall system to be considered, is the amount of sound control that can be obtained. Several years ago, sound control used to be a definite problem, due to the lack of test data on sound and lack of knowledge of how to control noises, but today's modern movable walls can give sound control greater than that of 5½ inches of block plastered on both sides. The recent success is due largely to the pioneer efforts of the Gieger and Hamme Laboratories in Ann Arbor, Michigan. Here we have been able to test our partitions as they should be tested. A complete installation, includes panels, posts, base and ceiling trim. The old fashioned test were done by placing the panels only in a test block, and as you can see, the results could, by no means, be conclusive, because, as we have found out from our new tests, most of the sound leaks do not occur in the panel itself, but usually occur in the connections, such as, the posts, base and ceiling trim. These new tests are responsible for the development of today's new partitions. In a test from 125 cycles to 4000 cycles, our new partition tested an amazing 40.5 decibels sound attenuation. From 354 cycles to 2000 cycles, or the speech privacy range, the partition tested out at 43.1 decibels sound attenuation. The speech privacy test is actually the better of the two tests because this is the range of sounds normally produced in an office building. The first test includes frequencies that would only occur in manufacturing plants, et cetera. The preceding tests were made on our standard SIGNATURE partition, with flush base and ceiling trim. Still another test must be made to include the new partitions, with recessed base and ceiling trim. This recessed feature has become very popular in the past few years, from an architectural point of view—this recessing creates a wall that seems to consist of two planes, one floating on top of the other. Naturally, since recessing of the base and ceiling trim will cut down on the total thickness of the wall, a new test had to be conducted and the results were quite gratifying. In the full range test of 125 to 4000 cycles, 38. decibel attenuation was achieved and in the speech privacy test, 354 to 2000 cycles, 41.6 decibel sound attenuation was achieved, so with our modern interior movable wall systems, adequate sound control is assured.

- ✓ The next benefit to be discussed is Fire Safety. All parts are completely incombustible—steel, glass, and rockwood insulation, none of which will support an open flame. Recently, in Atlanta, a new buildnig, completely divided with movable steel partitions, had a fire on one floor of the building. The ceiling tiles were not fireproof, but there was a fireproof membrane



above the ceiling. The fire completely destroyed the ceiling and all the furnishings. All of the paint on the movable walls was scorched but due to the uncombustible feature of the walls, the fire did not spread to other areas and was completely contained. The inspection report that appeared the next day stated that had any type construction, other than movable partitions been used, the entire building could have been damaged, so, as you can see, fire safety is a very important benefit of a movable interior wall system, and, in many instances, can actually lower the insurance costs on the building.

The largest single dollar savings feature of the movable interior is, of course, movability. Everytime a movable wall is moved, the cost for this operation is less than one-fifth of the original investment of the wall. This, of course, is not true with masonry construction. Everytime masonry is moved, you must not only pay the cost of a new masonry wall, as masonry is not salvagable, but you must also pay the cost of tearing down this wall, carting away the rubbish, covering expensive machinery so the dirt will not destroy it, and the cost of inconvenience to employees because of the continual moving they will have to do within the area. Entire office moves can be made over night with a movable wall system and no one is inconvenienced. These changes could just as easily be made in the daytime because experienced partition erectors can make these changes without disturbing the entire office. Many of our customers do their own erecting, so that they can make these thousands of partition moves at their own convenience—when and where they need to be made. This illustrates the simplicity of moving a good movable wall system.

Another feature of the movable wall is the accessibility of wiring. When the base ceiling trim and post covers are removed, one may observe a large raceway for wiring or telephone lines. The beauty of this is the ability to be able, by simply removing the base, to put in or take out any electrical service in just a short time. The average cost for installing a new electrical outlet would run somewhere in the neighborhood of \$5.00. Compare this to the complicated task of chopping into plaster, at a cost of approximately \$100.00, and, wiring is not the only utility that can be enclosed in your movable wall system. Other items, such as plumbing and special electrical panels can also be enclosed by a special utility access panel.

Another big dollar savings realized from the use of a movable interior wall system, comes from earlier occupancy. Movable walls are installed six times faster than conventional construction, thereby, allowing the space to be occupied as much as thirty, sixty, or ninety days sooner than with conventional construction. This is very important on a building, such as, a tenant office building because it allows you to receive rent on valuable floor space that much sooner. In some cases the saving on this one feature alone, is enough to pay for the additional cost of movable walls over that of plaster.

Ladies and gentlemen, this concludes the basic benefits of a movable wall system. I wish time would permit me to cover a few of the intangible benefits derived from a movable interior, but a question and answer period, I think, would be time well spent, so if you have any questions at this time, I would be happy to try and answer them for you.

(Approximately ten minutes was used for a question and answer period).

## LIGHTING FOR LIBRARIES

By ROY A. PALMER

Psychologists tell us that we receive 87 per cent of our impressions through the eyes. When studying or reading we learn through our eyes. It is obvious, then, that easy unhindered seeing assists us to assimilate and comprehend that which we are reading.

The process of seeing is a partnership of vision and light. Without light, we would be unable to see; without vision, we also would not be able to see. Thus one depends upon the other. If our eyes are deficient, we need more light as we often find true among older people. If the light is deficient, even the best eyes are handicapped. Of course, our deficient eyes can be corrected to a considerable extent by glasses, but corrected eyes still need good lighting to see easily, quickly, and accurately.

Certainly, in a library, good lighting is of paramount importance, for seeing is its most important activity. Too often, little thought is given to the lighting when a library building is remodelled or a new building is constructed. If we have an understanding of the fundamentals of seeing we can more fully appreciate why we need a high level of illumination to see. Here are these four fundamentals:<sup>1</sup>

**Size:** If we try to read fine print under a low level of illumination, we must strain our eyes to identify the various words in the copy. If more light is supplied, the words become easier to see. Light, therefore, has the effect of magnifying the size of the type.

**Another example:** If we were to open the back of a watch and look at the details of the mechanism, we would hold the watch toward the window to permit more light to fall on it, thereby helping us to see more easily. We need a large volume of light to see small detail.

**Brightness:** This is another important fundamental of seeing. We do not attempt to read a paper or book in the bright sunshine. The high brightness hinders, rather than helps our seeing. We need a large volume of light with low brightness for easy, comfortable seeing. On a day when clouds cover the entire sky, we have best seeing conditions because there is a large volume of light and the clouds diffuse the light to cut down the brightness.

**Contrast:** The tailor rarely sews with light thread on dark goods. The contrast would make it easy to see. But with dark thread on dark cloth, the contrast is very low and fast, and accurate seeing is difficult. Similarly, in readying copy printed on poor paper, the contrast is poor and reading becomes difficult. Tests indicate that one needs twelve times more light on a telephone book than on a paper printed with black ink on good white paper. Additional light compensates for the poor contrast.

**Time:** It takes time to see. We can run at a rapid rate over an unfamiliar path in the woods in the daytime. But at night, we are slowed down considerably because we cannot see quickly sticks or other obstructions over which we might stumble. A man working at a lathe or other swiftly moving machine must have a large volume of light to see quickly so that errors can be avoided in his work. Even our speed and accuracy in reading is hindered by low levels of illumination.

1. The four fundamentals of seeing were illustrated with special demonstration equipment.

All of these fundamentals of seeing are emphasized when we reflect on the fact that man for eons lived outdoors. He did not generally have fine detail to observe closely, as we do in reading. His seeing task was to look at objects at a distance, not within range of our reading and writing as we do today. Actually, it is only in the last hundred years or so that we came indoors, where the illumination is very considerably lower. On a sunny day in summer the illumination may reach 10,000 foot-candles; on a cloudy day the illumination may be 2,000 foot-candles. When the present standards call for 70-100 foot-candles in libraries we can appreciate how far we must go to reach cloudy-day levels.

What is the cost of lighting? Usually, we are concerned about the lamps burning out too soon or the electric bill is high. Actually when we buy lamps or pay the electric bill we are paying for light. If we are not getting the light we pay for, then we should find out why. The average life of standard fluorescent lamps is rated at 7,500 hours. Many lamps may burn longer, but the light output has then fallen off to the point that it would be more economical to replace them. When we allow lamps to burn after their light output has dropped, the cost of light goes up.

The manufacturers of lamps have continually improved their efficiency. Also, utility companies have not raised their rates in comparison to the rise in the cost of all other services. As a result, the cost of light is now lower than ever before in history. In view of these facts, it seems utterly ridiculous to deprive the eyes of those seeking knowledge in libraries, the light they need for good seeing.

When a library has been equipped with an up-to-date lighting system, it is most important that a regular system of cleaning and relamping be set up. Dirt and dust are thieves of light. Equipment must be washed at least every six months. Burned out or blackened lamps should be replaced.

A group replacement of lamps may save in labor costs and assure the maintenance of the level of illumination. At 80 per cent of life, all lamps are replaced with new lamps. The removed lamps are checked and those which do not have blackened ends, may be put aside. When a lamp burns out before the next replacement period, one of the lamps put aside is used to replace it. Thus the illumination is kept at a maximum level at the most economical cost.

## HEATING AND AIR CONDITIONING FOR LIBRARIES

T. C. COOKE

Mr. Cooke's talk was presented informally and he used the blackboard frequently to illustrate his points. Rather than attempt to reproduce his remarks without benefit of the blackboard illustrations, his principle points have been summarized.

- 1) Air conditioning is simultaneous control of temperature, humidity, air motion and cleanliness. Temperature is measured in degrees Fahrenheit. Humidity is the amount of moisture in the air. Air motion is the velocity of the air being circulated, and cleanliness is controlled by introduction of filters.

- 2) In planning an air conditioning system for a library or any building, you must assume some ultimate outside condition and some desired inside condition. When the ultimate outside condition is reached, too hot or too much water in the air, you must have sufficient equipment to cool the air and remove the water to achieve the desired inside condition.
- 3) Relative humidity is the ratio of the amount of water vapor contained in the air at any time to the amount which could be obtained if the air were solid wet. There is approximately .015 pounds of water in a pound of air generally. In cooling, moisture is removed from the air by the air conditioning equipment. (This is the moisture you see dripping from window air conditioners). Frequently in the wintertime, air conditioning equipment must add moisture to the air to maintain comfortable conditions.
- 4) Control of noise is important. Air moving through a diffusing device in excess of, perhaps, 1,200 feet per minute may cause an objectionable noise in a quiet area.
- 5) The window and package type air conditioners uses a fiberglass "throw-away" filter which can be replaced for about \$1.25. Another filter is made of laminated aluminum strips which are impregnated with an asbestos type liquid on which dust will impinge. These can be cleaned and reused. Other types, such as rolled screen, cloth, and electronic filters are more elaborate and expensive, and will be selected on their merits by the architect or engineer to achieve the desired results.
- 6) Air conditioning is of utmost importance in a library for the preservation of documents and books, and air conditioning in a library should be approached from that standpoint rather than human comfort. Many documents and books are priceless and should be stored and preserved under favorable conditions. Money can more easily be secured to air condition book stacks than offices and reading rooms.
- 7) In a multi-tier book stack, it is of great importance to install a duct system to permit distribution of the air on each stack level. Also, care must be taken to distribute the air throughout each stack level. The books will baffle the flow of air. A very shallow duct mounted under a 7' 6" stack ceiling will permit distribution of the air.
- 8) The window or package unit air conditioners may be utilized in libraries. These units can be isolated from the reading areas with the air passed into the desired areas and will thus be relatively quiet. (Many of these units are used in restaurants and drug stores which were not air conditioned originally).
- 9) For a small library, say 1,500 square feet, a simple residential heating and cooling system is advisable, but these systems do not have humidity control. Auxiliary devices can be added to achieve a certain amount of humidity control at a relatively low cost.
- 10) For larger libraries, the chilled water system may be used to condition the air. The water at 43 to 51 degrees is circulated throughout the building in pipes which take a minimum of space. At the terminal, however, a dissipating device—a fan coil unit to blow out—is necessary.

(The Barringer Hotel and the Manger Hotel where most of the audience was residing had this system of air conditioning).

- 11) The duct system, for either heating or cooling, requires ducts which are quite large compared with the chilled water pipes.
- 12) When future air conditioning is anticipated for a building, space should be allotted for the equipment when the building is initially planned. This includes space for the air conditioning equipment, and ducts, plus proper building insulation.
- 13) In operating an air conditioning system, little if any is saved by cutting the heating or cooling system off at night. Uncomfortable conditions may result on the following morning if it is not operated during the night.

## SUMMARY OF DISCUSSION FOLLOWING EACH SPEAKER AT PUBLIC LIBRARY BUILDINGS INSTITUTE

Prepared by C. LAMAR WALLIS\*

### MR. ODELL

The question of cost per square foot for library buildings in the Southeast was raised, but Mr. Odell pointed out that square foot cost was a very unreliable method of arriving at the probable cost of a building, since there were so many different ways of calculating the number of square feet and so many different types of construction that could be employed. The problem of always accepting the low bid was discussed, and Mr. Odell pointed out that North Carolina law required that the low bidder be given the contract where public funds were involved.

### MR. VAN BUREN

The discussion centered on the cost of employing an interior planning consultant, with Mr. Van Buren pointing out although the fee was 10% of the total cost of furnishings, the consultant could usually save the owner the amount of his fee and more by careful planning to take advantage of every economy in selecting furnishings. The consultant, he pointed out, was trained to distinguish between quality and merely high price.

### MR. THERREL

Mr. Therrel was asked if movable partitions can be used in remodeling old buildings, and he pointed out that they had been employed quite successfully in remodeling. In discussing comparative costs, he estimated that movable partitions will average 50% more than plaster walls. While libraries are just beginning to use these partitions, he cited the Charlotte Public and Brooklyn College libraries as examples. In answer to a question as to the texture of the finish, he pointed out that the panels had an eggshell finish rather than a glossy one.

\*Mr. Wallis is Director, Memphis (Tennessee) Public Library.

#### MISS COCHRAN

In the discussion period Miss Cochran explained that the American Association of University Women bore the expense of the slides and gave all of the slide presentations. She explained, also, that the budget and plans were not developed in detail before the election for two reasons—the time element and the fear that too many details would provide opportunities for too much argument. In response to a question about site she explained that the City had given the old City Hall site before the election was held. The election majority was three to one. Friends of the library bore the cost of the campaign, she also pointed out.

#### MR. PALMER

The question of the steadily increasing number of foot candles recommended for library lighting was raised, and Mr. Palmer pointed out that where glare was reduced the increase in foot candles gave better light—more like daylight in the shade—and that the amount of light would continue to increase. He defended the light companies for recommending more light by pointing out that the cost per lumen hour had decreased over the years and the quality of lighting for buildings had improved greatly. In response to a question about cleaning the luminous ceiling type of fixtures, he recommended taking the plastic down at regular intervals and washing it with soap and water.

#### MR. COOKE

In discussing heat pumps Mr. Cooke pointed out that south Georgia was the most favorable geographical location for them because of the milder winters. In general he did not favor heat pumps except where heavy insulation and small windows could be employed. To the question of whether chilled water was reused in air conditioning systems, he replied that about 5% was lost in evaporation at the cooling tower while the remainder was reused. He expressed the opinion that absorption refrigeration (using gas instead of electricity) was not economical in systems under 100 tons in capacity.

Mr. Gates and Mr. Carhart: (Wallis absent, therefore, no summaries).

#### REGISTRANTS

Agnew, Mrs. Nancy R.  
Decatur Public Library  
Decatur, Ga.

Austin, Roxanna  
State Department of Education  
Atlanta 3, Ga.

Ballance, Paul  
Winston-Salem Public Library,  
Winston-Salem, N. C.

Barnes, Mrs. Frank, Jr.  
Trustee, Smithfield Public Library  
Smithfield, N. C.

Beamguard, Mrs. Elizabeth  
Alabama Public Library Service  
Montgomery, Ala.

Beaton, Margaret M.  
Coral Gables Public Library  
Coral Gables 34, Fla.

Blackburn, Mrs. W. C.  
Library Extension Division  
Frankfort, Ky.

Blackwelder, Norris  
Trustee, Iredell County Library  
Statesville, N. C.



Bostick, Mrs. Hagood  
Richland County Public Library  
Columbia, S. C.

Bronson, Barbara  
State Department of Education  
Atlanta 3, Ga.

Browne, Mrs. Margaret W.  
Mitchell-Baker-Worth Regional  
Library  
Camilla, Ga.

Bruner, Joyce  
Caldwell County Public Library  
Lenoir, N. C.

Burwell, Olivia  
Greensboro Public Library  
Greensboro, N. C.

Caudle, Violet  
Iredell County Library  
Statesville, N. C.

Cederquist, David V., Architect  
220 West Freemason Street  
Norfolk, Va.

Clark, Rosamond  
Trustee, Statesville Public Library  
Statesville, N. C.

Clemons, Mrs. Elsie  
Alabama Public Library Service  
Montgomery, Ala.

Cochran, Jean D.  
Augusta Library  
Augusta, Ga.

Cole, Elizabeth  
Florida State Library  
Tallahassee, Fla.

Connell, Wessie  
Cairo Public Library  
Cairo, Ga.

Copeland, Elizabeth  
Sheppard Memorial Library  
Greenville, N. C.

Craig, H. M.  
Chairman of Library Committee  
Lincoln Libraries  
Lincolnton, N. C.

Craven, Mrs. I. F.  
Trustee, Randolph Public Library  
Ramseur, N. C.

Cushman, Mrs. Audrey J.  
Durham Public Library  
Durham, N. C.

Ellis, Blake, Architect  
South Georgia Regional Library  
Valdosta, Ga.

Ellis, Jean  
Greensboro Public Library  
Greensboro, N. C.

Fain, Mrs. Sam  
Okefenokee Regional Library  
Waycross, Ga.

Flick, David  
Peninsular Public Library  
Long Island, N. Y.

Foster, Edith  
West Georgia Regional Library  
Carrollton, Ga.

Fowler, Mrs. J. C., Trustee  
Statesville Public Library  
Statesville, N. C.

Fox, Charlesanna  
Randolph Public Library  
Asheboro, N. C.

Frieze, W. S.  
Tampa Public Library  
Tampa 2, Fla.

Galvin, Hoyt  
Charlotte Public Library  
Charlotte, N. C.

Garber, Marion H.  
Oak Ridge Institute of Nuclear  
Studies  
Oak Ridge, Tenn.

Gilleland, Kathleen  
Northwestern Regional Library  
Dobson, N. C.

Gish, Frances  
North Carolina State Library  
Raleigh, N. C.

Grazier, Mrs. Virginia O.  
Gainesville Public Library  
Gainesville, Fla.

Hawkings, Mrs. C. E.  
Tri-County Regional Library  
Rome, Ga.

Hooks, Mrs. Eleanor W.  
Smithfield Public Library  
Smithfield, N. C.

Hotch, Theodosia  
Satilla Regional Library  
Douglas, Ga.

Hyatt, John D.  
Anniston Public Library  
Anniston, Ala.

Ivester, Byrd  
Northeast Georgia Regional Library  
Clarksville, Ga.

Johnson, Mrs. Anna B., Trustee  
Wilson County Negro Library  
Wilson, N. C.

Johnson, Mary Scott  
Madison Memorial Library  
Madison, N. C.

Johnston, Margaret  
Stanly County Public Library  
Albermarle, N. C.

Jones, Virginia C.  
Carnegie Public Library  
Paducah, Ky.

Kale, Mrs. J. E., Jr.  
Lincolnton Library Committee  
Lincolnton, N. C.

Kirk, Sherwood  
Library Extension Division  
Frankfort, Ky.

Kirkby, Arthur M.  
Norfolk Public Library  
Norfolk 10, Va.

LeMay, Geraldine  
Savannah Public Library  
Savannah, Ga.

McBride, Mrs. John L., Trustee  
Statesville Public Library  
Statesville, N. C.

McCall, William Frank, Jr., Architect  
227 Hillcrest Street  
Moultrie, Ga.

McEntyre, Mrs. Hubert, Trustee  
Polk County Library  
Columbus, N. C.

McKown, Mrs. Ruth  
Polk County Library  
Columbus, N. C.

Mackler, Mrs. Meyer, Trustee  
Smithfield Public Library  
Smithfield, N. C.

Markel, J. Louise  
Oak Ridge Institute of Nuclear  
Studies  
Oak Ridge, Tenn.

Mayberry, Mrs. Catherine  
Institute of Government  
Chapel Hill, N. C.

Mayes, Roy  
Library Extension Division  
Frankfort, Ky.

Meyers, Patty J.  
Blue Grass Regional Library  
Columbia, Tenn.

Miller, C. DeWitt  
Chairman of the Board  
Albertson Public Library  
Orlando, Fla.

Moore, Mrs. Elizabeth D.  
Oconee Regional Library  
Dublin, Ga.

Morgan, Martha Jane  
Tri-County Regional Library  
Cave Springs, Ga.

Newell, Alice  
Davidson County Public Library  
Lexington, N. C.

Nistendirk, Verna  
Florida State Library  
Tallahassee, Fla.

Parks, Evelyn  
May Memorial Library  
Burlington, N. C.

Parks, Martha  
Tennessee State Library and Archives  
Nashville, Tenn.

Peerson, Ethel  
Muscle Shoals Regional Library  
Florence, Ala.

Posey, Mrs. Louella S.  
Kinston Public Library  
Kinston, N. C.

Poston, Mrs. H. A., Trustee  
Iredell County Library  
Statesville, N. C.

Pumphrey, Mrs. Nancy S.  
Statesville Public Library  
Statesville, N. C.

Raymond, Dorothy  
Fort Walton Beach Free Library  
Fort Walton Beach, Fla.

Reid, Mrs. James W., Trustee  
Olivia Raney Library  
Raleigh, N. C.

Rolfe, Mrs. Ethlyn Potter  
Murrell Memorial Library  
Eastman, Ga.

Rosemond, Mrs. J. B.  
Wilson County Negro Library  
Wilson, N. C.

Ross, Mrs. Arthur, Jr., Trustee  
Randolph Public Library  
Asheboro, N. C.

Schinkel, Mrs. Anna E.  
Colquitt-Thomas Regional Library  
Moultrie, Ga.

Seagle, Mary  
Henderson County Public Library  
Hendersonville, N. C.

Simon, Brad  
Charlotte Public Library  
Charlotte, N. C.

Smith, Miss Clyde  
Olivia Raney Library  
Raleigh, N. C.

Smith, Mrs. Katherine Marks  
Virginia State Library  
Richmond, Va.

Snider, W. D., Trustee  
Greensboro Public Library  
Greensboro, N. C.

Snyder, Phyllis  
North Carolina State Library  
Raleigh, N. C.

Stewart, David Marshall  
Nashville Public Library  
Nashville, Tenn.

Stoner, Mrs. Paul, Trustee  
Davidson County Public Library  
Lexington, N. C.

Suddarth, Emma E.  
Knox County Library  
Knoxville, Tenn.

Summers, Mrs. James L.  
Catawba County Library  
Newton, N. C.

Taylor, Mrs. Marvin E., Trustee  
Smithfield Public Library  
Smithfield, N. C.

Thaxton, Carlton J.  
Kingsport Public Library  
Kingsport, Tenn.

Thornley, Fant H.  
Birmingham Public Library  
Birmingham, Ala.

Tyson, Elizabeth M.  
Augusta Library  
Augusta, Ga.

Underwood, Mrs. W. A., Trustee  
Randolph Public Library  
Asheboro, N. C.

von Oesen, Elaine  
North Carolina State Library  
Raleigh, N. C.

Walcott, Mrs. Russell, Trustee  
Polk County Library  
Columbus, N. C.

Wallis, C. Lamar  
Memphis Public Library  
Memphis, Tenn.

Webb, James, Trustee  
Greensboro Public Library  
Greensboro, N. C.

Welling, Mrs. Sally  
Warner Robins Public Library  
Warner Robins, Ga.

Wendel, Clara E.  
Albertson Public Library  
Orlando, Fla.

Whitesides, William L.  
Cobb County-Marietta Public Library  
Marietta, Ga.

Williams, Mrs. Barbara  
Cairo Public Library  
Cairo, Ga.

Yoder, Florence B.  
Virginia State Library  
Richmond, Va.

Young, Mrs. Jack E., Trustee  
Smithfield Public Library  
Smithfield, N. C.

# *Proceedings of the College Library Buildings Institute*

Held in Cullowhee, North Carolina

Under the Sponsorship of the College and University Section of the  
Southeastern Library Association

Edited by

Charles M. Adams and the Discussion Leaders

## **P R O G R A M**

**KEYES D. METCALF, *Consultant***

**CHARLES M. ADAMS, *Chairman***

- 9:00 a.m. Registration and Tours of Hunter Library, Western Carolina College — Coffee in Faculty Lounge
- 10:15 a.m. Opening of Institute: Frances Cheney, Chairman of College and University Section, SELA  
Welcome: Anthony Lord, Architect of Hunter Library, Western Carolina College

### *First Session*

- 10:40 a.m. "Additions to College Library Buildings"—A. F. Kuhlman, Discussion Leader  
Longwood College Library, Farmville, Va., Charles E. Butler, Librarian  
Fort Valley State College, Fort Valley, Ga., Homie Regulus, Librarian
- 12:30 p.m. Lunch

### *Second Session*

- 2:00 p.m. Wesleyan College, Rocky Mount, N. C., Walter Gray, Librarian; Benjamin Powell, Discussion Leader  
St. Andrew's Presbyterian College, Laurinburg, N. C., Yates Forbis, Librarian; A. G. Odell, Jr., and Richard Leaman, Architects; Guy Lyle, Discussion Leader
- 3:30 p.m. Coffee Break

### *Third Session*

- 4:00 p.m. Roanoke College Library, Salem, Va., Lucille D. Snow, Librarian; William Jesse, Discussion Leader  
Methodist College Library, Fayetteville, N. C., Alva Stewart, Librarian; James Hillard, Discussion Leader

6:30 Dinner

Welcome by: President P. A. Reid, Western Carolina College  
"Planning the College Library Building"—Keyes D. Metcalf

#### *Fourth Session*

8:15 p.m. Hampden-Sydney College Library, Paul L. Grier, Librarian;  
Porter Kellam, Discussion Leader

Exhibits, slides, books, and plans relating to college library buildings have been lent by ALA Headquarters and contributed by libraries in the Southeast for display: Under the direction of Elizabeth J. Holder, Librarian, Brevard College, Brevard, North Carolina.

Minutes of sessions taken by Mrs. Lillian Hirt of Western Carolina College.

#### OPENING OF INSTITUTE

Adams: In March, 1959, Fanny Cheney wrote me as follows: "You will remember at the October, 1958, meeting of the Southeastern Library Association, that the College and University Sections expressed a great deal of interest in the problem of library buildings, especially from the standpoint of the *small* college. They voted to have a pre-conference institute before the meeting in Asheville now scheduled for October 13-15, 1960." This is your conference. Frances Neel Cheney, Chairman of the College and University Section of the Southeastern Library Association.

Cheney: In Louisville two years ago there was a strong expression of interest in this type of conference. We went ahead with plans, and I think it is fine that Mr. Adams agreed to act as chairman of this program. He got busy immediately, and this meeting today shows the result of this long planning. His securing from Mrs. Buchanan an invitation to come here was a particularly happy thing. We are all so sorry Mrs. Buchanan is in the hospital, and cannot be here to enjoy the meeting with us.

We had a few decisions to make, one of them being to define a small library. The government informed us that a small business is "one that plans to get larger," and I believe this also applies to libraries. The emphasis in this institute will be on libraries in process, or buildings that can still have something done about them before it is too late.

I hope you will find it as profitable as I expect to find it, and say with Oliver Wendell Holmes: "Build thee more stately mansions, O my soul . . ."

Adams: Thank you, Mrs. Cheney. I am sure that Mrs. Lilian Buchanan would love to be here with us, and we would love to have her here. She is responsible for many aspects of the fine building in which we are meeting today. She worked with the architects, and she visited many other librarians, in order to include in this building the things that would make it suitable for this campus. Since she could not be with us, I am going to call on Anthony Lord for some words of welcome, and comments on the library building in which we are meeting. Mr. Lord is an architect with Six Associates, Incorporated, of Asheville, and worked very closely with Mrs. Buchanan in planning this building. Mr. Lord.

Lord: I am appearing under false pretense. Lilian called me yesterday from the hospital and told me I would have to do something about this meet-



ing today. It is a very nice tribute, really. You know how pleased she would be to have you here and to tell you what she likes and does not like about this building. It is a tribute to the fine relationship that we have with each other, that she still speaks to me seven years after she first occupied the building. In this matter of librarian—architect relationship, may I plead with you most earnestly to select your architect with as much care as you would your spouse. Make him your close friend, because if you have not selected someone with whom you can have this relationship, it is most unfortunate.

Now in the matter of a program—the longer I am in this business, the harder I find it is to get the client to draw up a well-thought-out program of his plans for the library. If you can give the architect information which will help him to learn, then it is a good thing. If a specialist has done a good many buildings of one sort, he may make his plans fall into a pattern, and so it may be a good thing to get an architect who does not specialize and work very closely with him.

As to this particular building which Mrs. Buchanan and I worked out—it has one basic idea which was pirated directly from Dr. Metcalf. That was the idea of mixing up the students and the books as intimately as possible. In order to get to the reading room, the student has to go through the stacks. We utilized that on two floors here and can expand to the third floor when we need to.

This building was planned to be operated by as few and as unskilled people as possible. We tried to build entrance and exit arrangements so that students would pass immediately by the charging desk. Another factor that was important in this building was this room we are in now, particularly. Here in an isolated community it is difficult for the students to get any outside recreation—and this room is an outcome of that situation. Here they have movies, dancing, art exhibits, recitals, banquets—almost anything they wish. We have done far more than we might have on this type of room, had the college been in a city.

Our browsing room is more elaborate than it would have been otherwise, probably, for the same reason.

Another facility that fills a need on the campus is the faculty lounge upstairs, where you had coffee this morning. In addition to being a place where faculty members may study or relax in private, it also serves many social functions. And the seminar rooms, too, of course, are used a great deal.

Mrs. Buchanan now feels that she has outgrown her work space and needs more room for reserve books, et cetera. Maybe in your experience you can see where the shoe pinches here, and you could give me some information.

Adams: Since we are to be quite informal in this meeting, perhaps you would like to ask Mr. Lord some questions about the building if you have not had a chance to see it. He will be here most of the day, and you will have a chance to talk with him.

Kuhlman: Why is the acquisition room separated so far from the cataloging room? The cataloging room seems ample for both processes.

Lord: That room was established for a reference room. They were all to go in a corner by the desk.

Kuhlman: Then why did not Mrs. Buchanan think of a larger room for herself?

Lord: There is some guilt on the part of the architect. If she did not foresee that she would have a secretary, then we should have foreseen it.

Metcalf: This brings up a problem that happens in most libraries. The first space we give up is work space for the staff. We should not be too modest in requesting space for ourselves?

Mrs. Zachert: What form should the program take when you are working with the architect? (Sample of programs from a number of college libraries were lent by the ALA Headquarters Library and were on display at the Institute).

Lord: The thing we would best like to have would be a list of requirements and a narrative statement of what goes on in the library—what functions are closely related and who works with whom. Please . . . never give an architect a drawing. Tell him what you want, tell him how much money you have and what you need, and let him come up with a solution. If he has anything on the ball, you get the full benefit of it. Do not warp his thinking. You will get more out of him for your fee.

Kuhlman: The point just made is open to controversy. When an architect has not done a college library—if a librarian and faculty will work out a very detailed program, much time can be saved. If it is the librarian's first building, then you are in the same predicament. If the librarian approaches it as just another building, then you will work under a handicap.

Lord: That is entirely true, but I think your architect ought to go and look at as many libraries as he can before he starts one. Do not tell him ahead of time a specific solution—just tell him as much as you can about your needs, and get his original thinking before it is colored by your views.

McDonald: It is important that the architect be given the specific needs, rather than a plan. It stifles his thinking right off the bat, if you plan for him.

Dunwiddie: I agree with the other architects. I would like to have a program that has been very carefully thought out, but I would rather have the facts and then come up with a solution.

Lord: I look at this a little bit from the standpoint of a client, because I am a member of the Board of Trustees of Pack Memorial Library in Asheville, and we have had such problems.

Hilliard: Mr. Lord has studied it much more carefully than most architects have. In most cases, it is worth more than the consultant charges to have him come in and work with us. Our architect kept sending plans which we thought were entirely inadequate. A good consultant can bridge the gap between the librarian and the architect.

Lord: You should always beware of the easy solution. It does require work to get a good building.

FIRST SESSION — FIRST PART  
LONGWOOD COLLEGE LIBRARY

CHARLES E. BUTLER, *Librarian*

A. F. KUHLMAN, *Discussion Leader*

Adams: I would like to introduce Edna Hanly Byers who has compiled bibliographies for many of our college and university library building institutes. She has compiled a list of selected aids for college and university library buildings (see Appendix B). She has also compiled a supplement to "College and University Library Building Bibliography" for the years 1955-1960 (see Appendix C).

The first session will be devoted to aspects of additions to college library buildings. There are a number of examples of such planning now among college libraries in the southeast. Dr. A. Frederick Kuhlman, Director Emeritus of the Joint University Libraries and Consultant for many new library buildings as well as for some additions to others, will be the Discussion Leader for the first session of the Institute.

Kuhlman: Our first session this morning will be devoted to the planning of additions to the college library. We shall consider two projects. These I think will reveal that to plan an addition to an existing building will, as a rule, require that we gather the same data that are needed before a program can be prepared for a new college library building. In fact in many cases the data tend to become more involved because the existing building may not readily lend itself to adding an addition. We have placed in your hands an outline of the data needed to write the program for and to plan a new library. If time permits, we may discuss that outline. It will be incorporated in the Minutes of our Institute. (see Appendix D)

The first addition that we shall consider is to the existing library building at Longwood College, Farmville, Virginia. Charles E. Butler, the librarian, will summarize the data and present the proposed plan. William H. Jesse has been the Consultant on this project.

Butler: The addition to the Longwood College Library attempts the enlargement and modernization of a traditional closed stack (to which all students and faculty have had free access for many years) library built about twenty years ago.

The Statement of Program, submitted by Mr. Jesse, Consultant, in May, 1957, recommended that the College convert to a more modern type of plant by elimination of the central fixed bookstack, that the new addition be of modular type with free-standing shelving, that the entire plant be air conditioned and that the present lighting be completely overhauled. The Statement recommended that about 25,000 square feet would be necessary to accommodate 25% of a projected 1969-70 enrollment of 1,674 students and an additional 85,000 volumes, the latter to bring the collection to about 150,000 volumes.

The College administration, library staff, and architects accepted wholeheartedly the Consultant's recommendations, and by December, 1959, when the present Librarian was appointed, the plans had almost reached a final

stage. Minor changes and adaptations have been made in the interim, and the building was advertised for bids on October 6, 1960.

Longwood College is a State supported college for women, located in Farmville, Virginia. It is fully accredited as a professional school for the training of teachers and as a liberal arts college. In 1954, graduate programs were authorized, and through August, 1960, 41 graduate degrees had been awarded—17 M.A. in Education and 24 M.S. in Education. On November 1, 1959, the regular student enrollment was 993.

The present library, built in 1939, is traditional in design: a center entrance to a long, fairly wide attractive lobby, at one end of which is a large, high-ceilinged reference room with wall shelving; at the other end is an identical reserve reading room. Opposite the main center entrance is the entrance to the four-tier fixed stacks, which on the main floor are flanked by offices and the processing room. A double stairway flanking the main entrance into the lobby leads down to a floor, directly beneath the lobby and the reading rooms, which is made up of offices, classrooms, storage rooms, and closets. (This double stairway is being eliminated, and the storage and closet spaces have been designated for mechanical equipment; the offices and classrooms will be adapted as seminars, studies, and areas for carrels and typing).

The book collection includes 70,000 accessioned volumes, 12,000 pamphlets, 1,100 maps, 6,500 pictures, and 800 reels of microfilm. About 2,000 volumes a year have been added during recent years. The book budget was doubled for the two years beginning July 1, 1960, and the rate of additions will be increased.

The staff is made up of four professional full-time librarians, sixteen student assistants who put in an average of ten hours a week each, and two part-time non-professional assistants whose time is the equivalent of one and one-sixth full time.

Working within the limitations imposed by the present building and the overall campus design, it would appear that on the whole, the architect, Mr. Frank Payne, Payne and Thompson, Roanoke, Virginia, has been successful in meeting the recommendations embodied in the Statement as follows:

The bookstack is eliminated.

The entire building is air conditioned.

The lighting situation is corrected.

Book space and reader space is interchangeable.

The technical processes area is enlarged.

The addition is three levels.

There are two ground-level entrances for the public, one on either side of the building.

The building, as has been stated, has been advertised for bids, and only minor changes in the specifications would be permitted at this time. The problems which face the library staff at this point, and which largely are to be solved during the next 8-10 months, are those of location of equipment as related to function. For example:

The present reference room houses current periodicals—about 350 currently received—as well as the reference collection, about 200 shelves. The periodicals are shelved flat, on wall shelving. It seems advisable to retain them in this

location, but to move the reference collection to the main floor of the new area. The fiction collection would replace the reference collection, and this room would simply be a spacious reading room with the two parts of the collection whose use is easiest and most casual and personal.

The circulation desk must be in the lobby for supervision of the main door and the entrance to the lower floor. Just where should it be placed, and how should it be designed?

The card catalog must be moved from the lobby for various reasons. It is planned to relocate it along the west wall leading into the new area. There it is some distance from the circulation desk but is adjacent to the processing room and nearby will be grouped the bibliography collection, I. C. catalog, indexes, etc., making a concentrated and central bibliography area. Is this the best location?

There are approximately 800 shelves of bound periodicals, and about 325 bound volumes have been added yearly. Is the ground floor the best location for these?

The library's open shelf reserve collection occupies about 45 wall shelves in the reserve reading room at the opposite end of the lobby from the reference room. The remainder of the wall shelving is occupied by the juvenile and state-approved elementary and high school text collections. School children in the area are permitted to use the juvenile collection and it seems feasible to use the room as it is to restrict juvenile traffic to a minimum. Is this the best use for the space?

Question: Are the offices faculty offices?

Butler: They were general offices. Sometimes faculty were assigned to them, but they were not library offices.

Question: How did he arrive at the twenty-five thousand square feet?

Jesse: Just as some of us here in the hills of Tennessee and North Carolina open the Bible and put down a pencil—that is just about what the formula amounted to. They could narrow the aisles later. Ten volumes per square foot is about all you are going to get. Aisles could be wider (this is conducive to browsing), and 35 square feet per reader allows for lounge furniture. I have been recommending up to one-third lounge furniture in that type of situation. Most people disagree with me. Thirty-five is fairly liberal; we used to use twenty-five. Some people compromise and use thirty. I arrived at my figure by considering the projected enrollment.

Question: Why is it recommended that those stacks be ripped out?

Jesse: To make it a more modern type building.

Butler: On the main floor, the stack has been removed. With the exception of approximately 1600 square feet that has been assigned for processing, the entire new space has been assigned for open reading space. The former cataloging department has a door opening off the lobby, and this is to be a microfilm reading room and supply space. This involved the ripping out of an elevator.

Now let's skip up to second floor. This is entirely new. It is simply books and readers, with space for closed carrells, elevator, and stairways.

On the ground floor, storage rooms will be turned into mechanical equipment space. These rooms will become seminars. Offices and conference rooms are being turned into a number of carrells and studies with a typing area.



We have retained a room projected as a browsing room, but which has been used for many years as an exhibit room.

On the east side of the building is a street across which a good many of the main buildings project. Entrance is on the lower floor. We have a rather tricky arrangement which seems to be the only thing possible. You enter from the east and go along the corridor. There is an entrance to the main floor from this corridor. You enter the lobby, and this will have to be our main control space. There is another stairway by which you can go up to the second floor or down to the lower floor. You have to pass through the central lobby here.

Question: How much would you save in adding on to this building?

Butler: Instead of building a new one?, \$430,000, exclusive of equipment.

Question: How much would a new building cost?

Butler: Twice that.

Kuhlman: Members of the Institute will note that Mr. Jesse has made a bold and imaginative proposal—to rip out the multitier bookstacks and integrate study and reading areas with shelving. This is sound educational philosophy because it recognizes the educational value of student direct access to books and periodicals.

Functionally, the present building lends itself readily to his proposed extension of the building. The present main entrance can be retained with the main circulation desk where it should be, namely at the entrance. The public catalog is centrally located for students and staff. Also, the vertical communication lines are well distributed with the main stairway centrally located and secondary stairways where they should be for the convenience of students and to comply with emergency requirements.

The plans as drawn, however, present some problems:

- 1) You will note the tables in the reading areas are 3' x 7½ feet seating six students. That is only 3¾ square feet per person which is not enough. Experience and research have demonstrated that students need at least six square feet for study—a length of three linear feet and a depth of two feet. Personally, I favor as many individual study cubicles around the periphery of reading areas as possible. Students prefer them for study.
- 2) There seems to be no provision for a reserve reading section at the circulation desk. This, as a rule, is important in a teachers college where recorded circulation is usually high.
- 3) The plans show four seminar rooms. Is that wise? Experience shows that they tend to be nothing but class rooms which are objectionable in a library because of the noise caused by the traffic.

One point is clear, chairs in seminar rooms should not be counted as available for reading and study. As a rule seminar rooms are rarely used by more than one or at most two or three students who want privacy and quiet.

- 4) The Staff Room seems large—2,000 square feet.
- 5) The Library now has 71,000 bound volumes. Is a shelving capacity of 114,000 sufficient for the next twenty to twenty-five years?
- 6) Access to the elevator is provided for on the main floor in the processing room only. This is not very accessible for the circulation staff.



Jesse: I think Dr. Kuhlman is right on the thirty-five square feet being generous. But you actually use this space. I suspect that the capacity, and without changing shelves, is about 150,000 volumes. I thought four seminar rooms were too many, but the president asked me to give every consideration to this.

Butler: To answer the question about the size of the tables—they are existing tables, and the State of Virginia insists that we use them.

Jesse: We have a little gallery down there where we have exhibits, teas, et cetera. Ordinarily, 2,000 feet would be too large for staff space.

Metcalf: When we build additions, we do not have space enough and have to add later. Where are you going to add to this building twenty years from now? You expect this building to last a hundred years or more.

Jesse: The architect thought of that. In adding to the rear of the building, we would not have a problem. There are a couple of hundred feet at the rear of the building. We left that unadorned for future expansion.

## FIRST SESSION — SECOND PART FORT VALLEY STATE COLLEGE LIBRARY

HOMIE REGULUS, *Librarian*

A. F. KUHLMAN, *Discussion Leader*

Adams: Miss Homie Regulus, Librarian of the Henry Alexander Hunt Memorial Library of the Fort Valley State College, Fort Valley, Georgia, will present a statement with regards to plans for an annex to their present library building. The architect for this annex is Hugh K. Marshall of College Park, Georgia.

Regulus: The Fort Valley State College is a state supported, coeducational teachers college located in Fort Valley, a small town in central Georgia. The College, situated in a predominantly agricultural section, was established in 1895 as the Fort Valley High and Industrial School.

On July 1, 1939, the State Teachers and Agricultural College at Forsyth was consolidated with Fort Valley Normal and Industrial School to form the Fort Valley State College. In 1949, the College was designated as a Land Grant College. In 1957 the College was authorized to offer work leading to the Master's degree in Elementary Education; and in 1960 Counseling and Guidance was added to the graduate program.

The College grounds comprise approximately 630 acres, of which about 50 are used for the main campus. The main campus has 23 major buildings.

Enrollment for the 1959-60 school year numbered 934 students. In view of changing curricula emphases and the new graduate program, growth to 1,800 students is anticipated by 1970-1975. Approximately two-thirds of the presently enrolled student body are women and one-third are men. Faculty members number 68. Present enrollment (Fall Quarter, 1960), 1,005.

Work on the present library was begun in 1951. The building was opened for service in 1952. It is traditional in style; has one large reading room, a reserve book room, an audio-visual auditorium, and a closed stack. The total seating capacity, including the stack carrels is 186. The stack capacity

has been over-estimated as 50,000 volumes. The collection, exclusively of documents, numbers 40,841 volumes. This collection is divided as follows:

Books:

Regular Collection .....	30,965
Juvenile Collection .....	1,139
Curriculum (Georgia Textbook Collection) .....	1,353
Periodicals .....	7,384

The library is not a U. S. Government Document Depository, but has approximately 5,000 government documents, principally in the areas of Agriculture, Education, and Home Economics.

The present staff consists of five and one-half professionals, one sub-professional, one circulation clerk, one clerk-typist, and one secretary, plus student assistants.

Since occupying the new (Henry Alexander Hunt Memorial) Library the processing rate has varied from 1,800 (1952-1953) to 3,015 (1959-1960). Acquisitions during the same period have fluctuated, due mainly to lack of technical staff to keep up with materials as purchased. It is expected that acquisitioning and processing will increase to 5,000-6,000 pieces of material per year as soon as the annex is completed.

One branch library is maintained in the Hubbard Education Building. References and reader advisory services are afforded the branch library patrons by one professional librarian. This staff member is assisted by one full-time circulation clerk, plus student assistants.

Inasmuch as there were no funds available, either for the engaging of a consultant, or for travel by members of the staff to consult with experts in library service and to view newly constructed library buildings and annexes to buildings, the ALA Building Data and Building Institute Reports were consulted, as well as, outstanding librarians whose libraries were either very recently constructed or had recently added annexes. The librarians consulted were very generous in their responses. They sent building data, sketch plans, gracious offers to answer questions which our staff might raise, and invitations to visit their libraries if possible. The sketch plans and building data were very carefully studied. Some of the most desirable features of each were borrowed to be adapted to Fort Valley State College's needs in order that more functional facilities will assure a more efficient type of service.

In order to take care of future needs, a book capacity of 185,000-200,000 volumes and seating space for 600 students were requested.

The annex with centrally located desks would control entrances to isolated stack areas and provide greater accessibility to the stack areas for the library's clientele. Inasmuch as graduate work has been added recently a greater number of carrels and single study tables would be requested. For faculty research, small faculty studies were to be placed in the stack areas. Facilities for typing, reading microprint and listening to records were to be added. Rearrangement of the audio-visual auditorium would make for greater use of that facility. A language laboratory and dark room facilities for the campus were also to be included. Other considerations are: work space for Reference and Circulation Departments, a vault for storing theses, rare

books and other materials which should not be included in areas intended for public use.

There will be no separate room for reserve books. These will be served from the Main Circulation Desk. A small storage room to house library supplies, mimeographing and photocopying equipment, and other pertinent materials was deemed necessary. Because of the long hot summers, air conditioning was requested for the entire building.

Building data is sketchy, owing to a stalemate over stack and seating capacity work has been at a standstill. Tentative size: The new floor area adds approximately 9,000 square feet to the building. (An additional 3,000 square feet has been requested). Type of construction: Steel beams and steel joists for load bearing walls. Concrete block and brick. Floor: Vinyl asbestos tile. Partitions: Wood stud with plaster. Heating: Warm Air. Air Conditioning: System adequate to provide air conditioning and ventilation for both old and new areas. Capacity: Seating 346 (254 additional requested).

Books—Stack room .....	88,000 volumes
Other areas .....	42,000 volumes
Total .....	130,000 volumes

(Enough space to house 70,000 volumes is requested. Present stack capacity over-estimated).

Cost: Approximately \$162,000.

Question: Will you include an elevator in the proposed plans?

Regulus: We asked for one, but got only an electric book lift.

Question: Is it large enough for a person?

Regulus: No.

Kuhlman: We can see that Miss Regulus has some very serious problems, and with only \$162,000 to work with.

Regulus: We had about \$250,000 to begin with, but since the old part had to be renovated, it left us only \$162,000 for new construction.

Kuhlman: Well, even if you figure at only twenty square feet per reader, that would take all the space. And if you provide the additional shelving you need, that will take all the space. Something has to give. Is it necessary to give this much space to the audio-visual auditorium?

Regulus: The administrative staff says this is necessary, since there is no other place on the campus for that type of thing.

Kuhlman: Then this is a serious problem. Could you cut down on the size, and then in ten or fifteen years adds some more?

Regulus: Instead of just giving us this little L-shaped addition, we have asked for an extension across the whole back of the building. This would be sounder.

Kuhlman: Another question is: In your plans for the future, you are going to open the stacks only to senior college and graduate students. This is hard to administer, because it is hard to tell the difference between the sophomore and the junior. Could you tear out the stacks as they are doing at Longwood?

Regulus: That would take more money.

Kuhlman: If there were some way of getting your charging desk moved,

it would give more direct access. You have the question of control at the entrance. Do you feel that you will have control?

Regulus: Not unless the whole building is renovated.

Kuhlman: The only control you have now is at the stacks. But you have none over books in the reading area. That is very serious. I noticed your tables are all 3' x 10', and you expect to seat eight people. You will have less than four square feet per person.

Regulus: Yes, and we shall have to use the old ones.

Kuhlman: But you are going to buy new ones, are you not? Have you thought of using the periphery of the rooms for cubicles? That would increase the seating capacity and give more study space.

Regulus: That would be wise.

Question: Would not that be too expensive?

Kuhlman: Not as expensive as librarians believe it is. You can allow for four-foot tables with five feet between them and for study cubicles along the walls. We have planned reading rooms in which we do not allow for more than twenty-two square feet per student.

Question: Would six cubicles not cost more than a table that would seat six people?

Kuhlman: Yes. If you go into good four-foot tables, they are a little more expensive, but the study facilities you provide will be more useful.

Question: What size rectangular tables would you use?

Kuhlman: That would depend on your reading room space, to some extent. Whatever length of a table you select should in length be divisible by three feet.

Byers: I find that the girls at Agnes Scott will sit at the small tables (individual cubicles) and the big ones will be unused.

Kuhlman: Dr. Metcalf has proven that people do prefer the individual study tables.

Statement: I have the big tables, and they will not use them. We have both boys and girls at our school.

Metcalf: In this connection, there has been a study completed in the last few months by faculty members of four colleges and universities in central Massachusetts on student study habits. Eighty per cent prefer individual tables, and only 20 per cent prefer the long ones.

Question: Were these co-ed schools?

Metcalf: One was.

Statement: This was said facetiously, but it does make a difference.

Metcalf: This will present a problem to librarians. When Lamont was completed, we planned for more than half of our seating space at individual tables. We find that the larger tables are used last. We must provide more small seating space. We will find it somewhat more expensive at the outset. If the individual tables are properly placed, they take less square footage. Place them at right angles to an aisle that you have to have anyway.

Question: Is that a compromise?

Kuhlman: We can have partitions, with individual study cubicles on either side like Louisiana State University.

Question: Miss Regulus, where will you handle reserve books?

Regulus: At the main desk.

Question: Will you have enough space?

Regulus: Yes, we will provide for that.

Adams: Have you considered open stacks for all students? If you do not have to have the control for freshmen and sophomores, it might help you.

Regulus: This would help quite a bit. But most of the freshmen and sophomores are so unused to studying in the library that they leave a lot of misplaced books and they will come to the desk to get your help in finding books, although they are labeled. We should educate them in using the library.

Kuhlman: We need more library training in the high schools but even more for entering college students.

Question: What is a rule of thumb that libraries use in the number of books per one hundred students that would be adequate for liberal arts schools?

Kuhlman: I do not think there is any such thing.

Statement: I have heard some presentation on this.

Statement: Does big make right?

Kuhlman: No. A collection of ten thousand volumes, if they are carefully selected, may serve a liberal arts college very well, it depends upon the curriculum and methods of study.

Question: What percentage of a student body should you provide seating space for?

Kuhlman: That depends upon the discipline. In science, for instance, you do not need as much seating space as in the humanities and social sciences because students spend more time in the laboratory. Miss Regulus, we are not helping you very much. Do you want to ask some questions?

Regulus: Building listening rooms might be an unnecessary expense. Perhaps we can use listening tables, instead.

Kuhlman: Yes, the same as in this library here at Western Carolina College.

Statement: It would help if you could get audio-visual out of the library.

Statement: Yes. Audio-visual should not take over a library.

Question: Without being facetious, I think many of us face the same problems in finances that Miss Regulus does. How can we convince our presidents?

Kuhlman: Sometimes it is a matter of definition. If it is defined very sharply to the administration, it would be of some help. Usually, they are very conservative in estimating for the enrollments. It would help to get the non-library functions out of this building, Miss Regulus. But as you say, you will need to educate the administrative people. We have that problem elsewhere, too.

Question: Would you give me a definition of control to take back to the administration?

Kuhlman: This means, first, that you can prevent the students from taking books out of the library before they are charged. If you can get your main circulation desk right at the entrance, it would help; but even so, during busy hours you will have trouble.

Question: They seem to be putting extra doors and stairways for fire protection, which just ruins their control.

Kuhlman: You do need those for emergency outlets with emergency

locks, but we will be better off when we can get buildings that provide only one main entrance.

Metcalf: Certainly the simplest way to control a library is at the exit. If your fire laws will permit it, the one exit is less expensive than two. This may not be possible in a very large building. Then there is this problem: Are you ready to say that you do not provide any supervision in the building except at the exit? You can save time for the staff to get on with other work.

Question: How necessary are, and how many buildings reported here today, have fireproof rooms or vaults?

Jesse: You ordinarily do not have vaults because of air conditioning problems. It is simpler to put rare volumes into regular stacks and lock the door.

Statement: Vaults are expensive items.

#### *Summary by Dr. Kuhlman*

Enrollment at Fort Valley State College has grown from 225 in 1939-40 to 934 in 1958-59. It seems conservative to anticipate it will reach 1,800 by 1975. On the other hand the collection totals 40,840 volumes. Annual additions to the collection have ranged from 1,800 to 3,100 volumes in recent years. It seems doubtful whether the collection will reach 200,000 volumes by 1975.

Only \$162,000 are available for the construction of the addition.

The serious problems that face Miss Regulus are difficult to solve. It is estimated that the funds available will provide only about 8,500 square feet furnished and equipped for library purposes. Here are some of the problems:

- 1) Additional seating of 400 chairs is recommended. At 22 square feet per student this requires 8,800 square feet.
- 2) Increasing the shelving capacity say by 60,000 volumes at 15 volumes per square feet would require 4,000 square feet of floor space.
- 3) Tables shown in the proposed addition are 3' x 10' — 30 square feet of table surface, with eight students per table. This allows less than four square feet per reader. Why not integrate study areas with shelving and use the periphery of the new addition for individual study cubicles?
- 4) Why show a long circulation desk parallel to the book stack ranges on both floors? The main circulation desk should be brought to the entrance for control purposes.
- 5) Should not more provision be made for public rest rooms?

#### SECOND SESSION — FIRST PART WESLEYAN COLLEGE, ROCKY MOUNT, NORTH CAROLINA

WALTER GRAY, *Librarian*

BENJAMIN POWELL, *Discussion Leader*

LASHMIT, JAMES, BROWN AND POLLOCK, *Architects and Engineers*

Gray: Wesleyan College is now under construction, but very little library of Science. In Septemebsr, 1960, the college enrollel a freshman class of 87 students.

Provision for library service for the first three and one-half years was planning has been undertaken. A brief statement follows:



North Carolina Wesleyan College is a co-educational senior college of the Methodist Church receiving support from both the church and the community. Located three miles north of Rock Mount, North Carolina on United States Highway 301, the college campus consists of 200 acres, more than 75 acres of which are wooded. The physical facilities of the campus are being developed within the wooded area. The architectural style chosen for each building is "Eastern Carolina Colonial" a modified Georgian style. North Carolina Wesleyan College was chartered by the Church and the State of North Carolina in 1956. Preliminary plans were drawn for a liberal arts college to accommodate 600 dormitory students and 200 more day students. The College will grant the degrees of Bachelor of Arts and Bachelor of Science. In September, 1960, the college enrolled a freshman class of 87 students.

Provision for library service for the first three and one-half years was made by leaving partitions out of three classrooms in the administration-classroom building. A future student lounge will be used as a stack area during this period. A second student lounge will serve as work quarters and office space during this same period. These temporary facilities will accommodate approximately 85 students and will house 12,000 volumes.

The architect was commissioned to submit a drawing to meet the following specifications:

- 1) A one-story building in the architectural style chosen with provision for expansion. The approximate initial cost to be between \$250,000 and \$300,000.
- 2) A building to house between 90,000 and 100,000 volumes.
- 3) The building to seat 200-250 students.
- 4) Space for the mechanical and professional activities of library procedures should be provided.

The plan does not represent the recommendations of any professional librarian. When work begins on the detailed planning, a group of five North Carolina librarians have agreed to act as consultants.

Data on the plan submitted:

Area	12,280 square feet
Volumes	93,920
Seats	215
Future expansion	6,400 square feet
Construction	Re-inforced concrete and steel, concrete block walls, brick facing on exterior.

The central administration and classroom building is now nearing completion, and two dormitories and a Student Union building are under construction. We have an enrollment of 87 students. The library facilities, of course, are quite limited, but we expect that they will serve our needs for the next three and one-half years. Our program is so nebulous at this time that I could only bring along some of our advertising materials. This will illustrate our architecture and will orient you as to the location of the library in relation to the other buildings on the campus.

Within the next decade we hope to accept about 850 students, about 600 resident and the others commuting. It is my own feeling that we should provide seats for at least thirty per cent of the student body.

(Mr. Gray showed slides illustrating what is now being done and the area of future expansion. These drawings were not available for reproduction).

Question: Are the stacks movable?

Gray: I assume they will be, but have not had the opportunity to discuss this with the architect.

Question:- How long is the building you have in mind?

Gray: About 200 feet.

Question: Is not there a state law about having an exit every 75 feet? There is in South Carolina. You had better check with the architect on that.

Gray: In some states it is 100 feet. This does not have to be an open exit, but can be just a fire exit. Our problem will be simpler because it is only a one-story building.

Question: Have you asked how much more this building will cost than a straight rectangular one?

Gray: No, I have not checked that.

Question: If it is to follow the plan of the rest of the buildings, do you not expect some extra expense? I am not objecting, but you ought to find out what is involved.

Question: If those are rest rooms right by the front door, we have found that to be an unsatisfactory arrangement.

Question: It seems that the circulation desk could be moved around toward the front, so as not to interfere with reading space.

Question: Is not there a high proportion of stacks to reading seats?

Gray: Yes, and I am not sure how this overall problem will be worked out.

Question: Has someone presented a program to the architect from which he has drawn this? Or will you have a chance to write a program?

Gray: Yes, we will have a chance to write a program.

Question: Is this plan got up to raise money for the school?

Gray: I do not know.

Question: I wondered. It would not work too well, but it is a good type plan.

Gray: There is no provision for microfilm, faculty studies, closed carrells, or small conference rooms of any kind. The college has not decided on its audio-visual policies. We are getting into outer space without a propellant. Really, I just wanted to hear your discussion for possible help.

Powell: These are preliminary drawings that have been made without intensive study of the needs of the college. They are not designed to raise money, although the college will, of course, accept gifts. The architect attempted to enclose within outside walls the activities that must be accommodated, and has used figures that are not applicable here. He has used the usual figures for space required to house a single volume and to seat a reader but they are not adequate when one moves into an open plan such as this. This is too congested. You need at least 18,000 to 19,000 feet to accommodate the activities envisioned here. You people here can advise Mr. Gray as to how many thousand square feet he should have to accommodate a given number of students and 90,000 to 100,000 volumes. There will be room for enlarging the building, so more students and books can be accommodated later on. The college has an advisory committee on the library. Mr. Adams and I are on it but our services have not been requested so far.

Mr. Gray needs to know what the minimum of square footage ought to be. Funds for building at Wesleyan College are limited, but I know the administration of the college wants this to be an adequate library building and means to make it so. Your advice will be most helpful.

Question: Would it help the people of the College if the institute would suggest that they back up and get the statement of program first, and then let the architect work on it.

Powell: Yes, there was no one to work on the program until Mr. Gray came.

Kuhlman: I think sixty thousand volumes in ten years would be a more reasonable goal than one hundred thousand.

Metcalf: I was going to suggest that the College must decide whether it will build just as large a building as possible for \$250,000, or whether it will build one that will take care of so many students and so many books. You have to reach this conclusion before the architect can go to work. You have to decide how many readers you are going to provide for. You are safe in providing twenty-five square feet per reader. How many books? Are you ready to settle for fifty thousand books? It depends upon how you are going to arrange them. Then you have to provide for a staff. You must have other things besides seats and stacks. The architect has jammed your needs into this drawing, but not in a very satisfactory manner. You have to decide whether you will have an expensive type of building. You must have a program and some plans to start with.

Lord: Dr. Metcalf says you have to pay for traditional architecture. Can any of us pay for that? I understand this is a new campus. Has this been frozen?

Gray: Yes.

Adams: Mr. Lord, would you comment on the difference in cost of traditional or contemporary architecture?

Lord: It is not only a matter of cost. It cripples you in all sorts of ways. Of course, traditional architecture costs you more, and I cannot say that you can justify it in this part of the world.

Powell: Aside from the expense, does it hamstring you on what you can do on the inside?

Lord: I think it does. You have all sorts of things to consider which you do not have to consider if you are free with the outside. You must work it to fit an outside pattern. There are aestheticians among the architects who will say that it is not honest to use modern materials in traditional forms. You do not educate children out of outmoded textbooks. Why educate them in buildings that are of outmoded influences?

Metcalf: I have worked on one library building recently of Georgian architecture with a roof like this one. I worked on another one of Georgian architecture that had to have a flat roof, elevator, penthouse, et cetera. I have worked on classical architecture where a contemporary wing had to be added. It looks good. This is a challenge to the architect.

Powell: Could you not take this type of architecture and make it flexible?

Metcalf: Yes, but I would rather start from the inside.

SECOND SESSION — SECOND PART  
ST ANDREW'S PRESBYTERIAN JUNIOR COLLEGE  
LAURINBURG, NORTH CAROLINA

YATES FORBIS, *Librarian*

SILAS VAUGHN, *Business Manager*

GUY LYLE, *Discussion Leader*

A. G. ODELL, JR., AND RICHARD LEAMAN, *Architects*

Vaughn: I am interested in Mr. Lord's remarks, although he took part of my speech. We are consolidating three existing colleges, and we want something that looks like 1960. There are many who do not think well of our style of architecture, yet it is the thing to do in 1960. In the Legislature you are dealing with only a few hundred men, but in a church school you are dealing with thousands of people. Your comments are tremendously interesting to me. We have started from the inside out, rather than with style of architecture. We do not know ourselves—we are on the tenth plan from the inside out, and yet Mr. Forbis does not know what the outside is going to look like. I wish I knew more about your organization. Last summer I read many books on libraries. They reserve the right to disagree with one another. Is there anything that comes up with basic things essential to accreditation standards? We need to know exactly what the requirements are. Is there something we can do to raise our professional standards? Are you in the same position as we are? We are in the position of being dominated by a strong president who says, "This is the way it is going to be."

We are so new that we have changed our name. As of the twenty-third of September, we are known as St. Andrews Presbyterian Junior College. We went into this with a grant from the Ford Foundation. We have tried to design our buildings to fit the curriculum which we have decided upon, which is you might say, team-teaching on Christianity and Culture.

We have tried to go at our library in the same way. Nine months ago we began working up menus, before working on dining room plans. You have to know what kind of educational diet you will be serving before you plan your library. We hope that with your help we can come up with the type of building that will best serve the curriculum we plan to introduce.

I have had a wonderful opportunity to dream in working with the architects on this new campus. We have moved our college eleven times on some 800 acres. We will clear a swamp and build around a lake, and it will be centered around a chapel.

The library is the most important building on the academic side of the lake. Students have to pass by the library to get from the classroom to the residence area. We want to raise professional standards. We will use few professional personnel, but will have them work as professional people, and not be doing menial tasks. We beg for your comments. Criticize us, because we are not perfect. (See Appendix E for statement of program and drawings of library plans).

Question: What is the length of the causeway?

Vaughn: Six hundred feet.

Question: Should not the library be on the other side of the student activities?

Vaughn: This is a good question. Is it academic, or is it social? Dorms are being built in small living areas, and the lounge in the suites will be called "noise areas." We hope students will be able to study in their rooms, and will place study desks and chairs in the rooms. There are no hall rooms in the full length of any building.

Question: Where is faculty parking?

Vaughn: We have had a lot of criticism on this. One of the first things I asked about was parking.

Question: Do you not allow students to have cars?

Vaughn: Certainly.

Question: Your campus is small enough so that there should be no parking problem.

Vaughn: I talked with the business manager from Duke. He said more than a dozen students have two cars—a small one for riding to class, and a large one for carrying stuff home on week-ends.

Question: Had you thought of providing a study space for students in smaller areas—that is, give each two students sleeping quarters and a study place?

Vaughn: We tried that in Texas. It winds up with two students in the same room together, anyway. Every building we have will be fully air conditioned except the gymnasium. This was not easy to sell to the trustees. We hope to use this college on a twelve-months basis, and we also have some faculty we have to pay the year round.

Question: Are you providing some rooms for just one student?

Vaughn: All of them will have two.

Question: Do you not think it is well to provide a substantial number for just one?

Vaughn: No. Students like to be together. We talked to a number of people on this. Women who come for summer conference are the ones who want single rooms—and it is a definite trend at the graduate level. But we are undergraduate.

Question: What is your idea in putting the library on the academic side of the bridge? Would you not save time if it were on the other side?

Vaughn: We have tried to divide it according to academic and social life.

Metcalf: One of the problems in any college is getting students from one class to the other in the morning. Two minutes can be valuable between classes. If it take five minutes to get there in the evening, this is not too serious.

Vaughn: We hope students will stop off at the library instead of going all the way over the causeway to the snack bar.

Metcalf: If you put the library next to the Student Union, the students are going there between classes instead of to the library.

Vaughn: Our educational consultant said we would not tempt them too greatly

Forbis: If you will turn to the plan, I will take it level by level. The curriculum has guided us in planning this building, and there should be arrangements in the library for special reference collections and open stacks.

Also adjacent should be office space for faculty members working with these teams. This building is planned in two phases: initial, and one about ten or fifteen years from now, when we will have increased to one hundred and twenty thousand books.

Lyle: I think you ought to congratulate a business manager who reads—also, remember that a little knowledge is a dangerous thing. I would not expect to be an expert on business management simply by reading books. I do feel that this two-stage plan is a very sensible approach, and I would like for us to be of some help on this plan. Let us try to focus this just a little bit. There are three things we are concerned with: 1) Is the building properly located? I do not think anyone will doubt that it is located correctly. 2) Is it large enough for the readers? Is it large enough for the books? Will you have 1,200 readers in the first stage?

Vaughn: When we reach 1,200, we will go into the second stage.

Lyle: It seems to me you will have to study this plan carefully with respect to reader space and book space. You appear to be shy in both. Now, 3) Is the arrangement of services and rooms such as to promote educational effectiveness?

Vaughn: Let us have your criticisms.

Question: On this lower level plan, why is a closed reserve room up here where it should be quiet?

Vaughn: That is something we still have not decided, because we do not know whether we should have a closed reserve section.

Question: It would help us if you will indicate where the two modules will be located?

Vaughn: At the very back of what is now the work room.

Question: I want to know where the additional building lay-out will occur?

Vaughn: To the side.

Question: On this lower level plan and the main stack level plan, it looks as if the stacks are bigger than on the lower level?

Vaughn: We have first designed this building for only twelve thousand square feet, with the idea that when we expanded we would come down and enclose the lower level instead of going up. Compare this to the cafeteria here on this campus. When we expand we will only have to put up walls, and not have to add a floor. Mr. Lord, do you want to comment on this?

Lord: I think it provides an awfully nice exterior circulation around the building. I noticed the Olympic buildings in Rome are up one story off the ground. It gives the whole thing a very nice quality, and you can go from one building to the next without leaving shelter. I observed that the addition here fills in a whole bay of the first floor. The final addition more than doubles the floor space.

Hillard: I disagree violently. People are coming into the library to use it. We have trouble getting students to use the library anyway, and if you make them use the stairways, it will discourage them. I do not see why you do not finish the first floor.

Question: Where will the card catalog be?

Vaughn: The work space on the first floor should be labeled cataloging and acquisitions.



Lyle: You will have to sacrifice something in logical arrangement.

Hillard: The card catalog has to be upstairs with the books. You cannot expect students to come downstairs to the cards and go back upstairs to the books.

Metcalf: The entrance level is the most difficult floor in a library to plan. If you have central service on this first floor, you save a good deal of noise and confusion. It is very difficult to place on the first floor everything that should be there. This keeps noise and confusion all on one level. If you can build a library such as you have here at Western Carolina College, you have an almost ideal situation. You enter on the central level and go up and down. This is a great advantage. I certainly would try to get the catalog and reference collections on the same floor.

Lyle: One of the basic principles of library administration is that the reference, circulation, and control services are so related that they come together—on this one principle we agree.

Vaughn: What do you think of the expanded plan, which is the ultimate plan, in answer to the question that has been raised?

Lyle: I think we have agreed that you have the right idea and have the right elements to go on the ground floor.

Question: Even in this expanded services, I think there is practically no place for a reference librarian to do anything but check out reserve books.

Lyle: This is a very important detail in the plan.

Jesse: I would question the use of the mezzanine. Modular construction assumes air conditioning. Mezzanines are used where you do not have air conditioning. I really do not know of any building that has used a mezzanine that is modular. You interrupt the flow of traffic and lose a good many square feet of space. It will make the air conditioning job very difficult to have these "wells."

Lyle: I am sure many others will question the mezzanine also. One might add that "wells" encourage people at the top to shoot paper wads on those below. This is a point to consider.

Question: How does that work in this building here? (Meaning WCC)

Lord: These were designed purely as stack space. They have been used as study space, but will revert to pure stack space. This is not space where people would stay longer than to get their books. I do not know whether or not Mrs. Buchanan has experienced difficulty in this regard.

Jesse: That is the beauty of modular construction. You plan so many feet of library space. Here in this building you are already making use of certain space that was not planned in that manner.

Lyle: What was its purpose in the first place?

Vaughn: It is to give you some feeling of not being too low a ceiling in the lounge area. How high should be a ceiling be if it is to be closed? When we talk about construction, I wish we could convince everybody to talk in some terms other than how much it costs per square foot.

Kellam: Anything above eight and one-half feet is wasted space. It is quite comfortable and there is no feeling of depression. We have some ceilings at seven and one-half feet. Those are stack areas with some tables, and I have never heard anyone complain about the height. Some of our reading rooms are eight and one-half feet with recessed lighting, and I have never

heard even the tallest basketball player complain about the height. We have one room with the ceiling ten feet high. This is wasted space.

Crowder: It seems to me we are overlooking the fact that before this place is enlarged, they will be serving over 1,200. It looks to me like it is small for the six hundred they are now planning for.

Lyle: I think you might say it is too small.

Kuhlman: I want to stress that air conditioning is important in terms of reducing cubic footage if we combine it with fluorescent lighting. Maybe on the first floor you want nine and one-half foot ceilings. After that, eight and one-half feet will be enough. The combination enables us to get rid of high ceilings.

Lyle: Is it possible to have channel lighting without lighting the whole ceiling, and be able to get suitable light on all the stacks regardless of their arrangement?

Metcalf: If your stacks are not too close together.

Lyle: You might want to change the arrangement of stacks.

Metcalf: If your light is at right angles to the stack and the ceiling is eight and one-half feet high, then you can change. If your light is over the aisles, then you are caught and you have to have more than seven-and-a-half-foot ceilings to take care of the lighting.

Lyle: Do you care to say anything else at this point?

Metcalf: No, I shall leave it until this evening.

Crowder: There does not seem to be any adequate lounge space in this building. We have found this is important.

Lyle: Certainly in the ultimate plan it would be highly desirable. Most of us would agree on that. Perhaps in the first stage they simply do not have space enough.

THIRD SESSION — FIRST PART  
ROANOKE COLLEGE LIBRARY  
SALEM, VIRGINIA

LUCILE D. SNOW, *Librarian*

WILLIAM JESSE, *Discussion Leader*

WYATT C. HEDRICK, Fort Worth, Texas, *Architect*

STANLEY ABBOTT, Yorktown, Virginia, *Landscape Architect*

Roanoke College was founded in 1842, chartered by the Commonwealth of Virginia in 1853. It is affiliated with the Lutheran Synod of Virginia, and has a self-perpetuating Board of Trustees of thirty members. Roanoke College is co-educational, with an enrollment of 650 students. Graduates receive the degrees of Bachelor of Arts and Bachelor of Science.

Roanoke College is situated in the center of Salem, on a campus of thirty acres. There are twenty-six buildings with a book value of \$1,324,092. The operating budget for 1959-1960 was \$842,000. The endowment has a book value of \$965,000. Assets of the College are nearly \$3-million.

Roanoke College is a four-year liberal arts, co-educational college. Its potential enrollment of 1,000 students will be divided between resident and

day students. The emphasis is on high standards and the students are capable of high-quality work.

#### ENROLLMENT

1959-1960				
	Day Students	Resident Students	Total	Faculty
Men	153	284	437	
Women	72	153	225	
Total	225	437	662	44

#### THE LIBRARY

Bittle Hall, the present library, contains 42,000 volumes in an area which should house only 20,000 books. The building can seat 120 readers, but no more than 65 seats should be allowed in a library of that size.

We have now around 44,000 carefully selected volumes—weeding has been done systematically and continuously—and we currently add some 2,000 volumes annually.

Actual floor space in Bittle Memorial, the building which now houses the library, is 4,200 square feet. However, there are three departmental libraries in other buildings:

Biology Department	825 volumes
Chemistry Department Library	550 volumes
Physics Department Library	500 volumes
Main Library	42,000 volumes

The bulk of these departmental libraries will be absorbed in the new building, but the departments will retain the handbooks, laboratory manuals, reference works, and the like as well as probably the last five years of their periodicals. (See Appendix F for drawings of floor plans and elevations).

#### LOCATION

The proposed site is an area located on the eastern boundary of the college campus. The building will be facing west, toward the center of the campus. There will be a service road along the side entering from the street in front and the service entrance and, for the present, parking is in the rear. The long range master plan would eliminate this street in front.

#### STYLE OF ARCHITECTURE

As "modern" as possible consistent with the style of the other buildings on campus. To be air conditioned.

#### SIZE

To accommodate 100,000-125,000 volumes and 250-275 readers, with adequate work and storage space. Also, to provide for audio-visual materials, and an "all-purpose" conference room, adequate public rest-room facilities and a lounge area, as well as a "Roanoke College Administrative Record Vault."

Architect recommends a building 120' 4" x 81', three floors (two floors

above ground and a basement) with a module of 19' 4" on centers, clearing 18' between columns.

#### INTERIOR

It should be attractive and inviting, comfortable, well-lighted, as noiseless as possible, dignified, conducive to study.

It should be arranged so that students and faculty may work together or individually without discomfort or annoyance to others.

It should be flexible as to arrangement with no weight-bearing partitions. (Teaching ideas may change and the building should be easily adaptable).

It should be planned for economy of operation and ease of supervision. At times probably only one or two persons will be on duty.

It should provide for reading areas near stacks.

All entrances and exits to and from reading areas and stacks should converge on circulation desk which should be near front entrance.

#### DESIGN

The building has followed a module plan to lend as much flexibility as possible.

#### COST (estimated)

Total cost of project is \$650,000.

Question: As a matter of economy, could you do away with the book lift, since you have the elevator?

Snow: Some experts recommend that we include the place for the book lift, even if we do not put in the mechanism right now. We may make use of both.

Hillard: I have been told that book lifts are outmoded, because you have to handle the books four times with the lift. With the elevator, you handle them only one time.

Adams: We have an elevator and a book lift, and could not do without either. It is a great help to have both. When you have one or two books to carry, the lift is the thing. If you have a full truck, then you need the elevator.

Hillard: This is a small school with a small staff.

Adams: All the more reason why you need it. The chief argument is staff. You have to go up with the books on the elevator. One person on duty cannot afford to leave the desk.

Jesse: That is the trouble with consultants. You are stuck with what they like. Someone said you could summarize this by: the booklifts that are not used are in the places where they have stack elevators in addition to the public elevators. Many lifts have been abandoned.

Hillard: The location of the circulation desk seems to be off-center. If you have all honest people, this is fine. But you have a stairway coming down and a lounge area right at the entrance. There is nothing to keep your books from walking right out the front door.

Snow: We considered the idea of re-arranging this. But we have tried

to arrange a maximum efficiency with a minimum staff. We hope that any losses would be offset by the other advantages.

Question: Will you show films in the Audio-Visual room?

Snow: Yes. Cabinets along the walls would store folding chairs. This would be a soundproof room.

Question: I wonder if you could give us the reasoning on the placement of the library office, the secretary and the technical processes in one corner?

Snow: To get them as near together as possible and leave the remaining space free for future plans. Also as few load-bearing walls as possible. Do you have another suggestion there? Should it be somewhere else?

Question: No, but it looks like a lopsided appearance.

Snow: We have worked under handicaps for so long that we are very corridor-conscious.

Question: What about the stair location? Does this meet with the Virginia fire code?

Snow: According to our architect, yes. There will be an emergency fire door in that space marked "future stack area." We will take this up again with the architect.

Kuhlman: I would suggest that the first floor is of such importance that audio-visual should not be on the main floor.

Snow: There was a divergence of opinion on this point.

Byers: I feel that it should be put on the lower floor, but so many of our students need help with the microfilm equipment. If it were on another floor, we would be running up and down stairs all the time.

Jesse: Dr. Kuhlman does not consider microfilm an audio-visual material. I would invite traffic to the right of the little exhibit space, and the exit nearer the circulation desk.

Question: Why do you place your stacks in that location?

Snow: Because sometimes we work at night without even help from students. The reference collection should be near the circulation desk, and you have the card index near by.

Question: In regard to the visual aids room or equipment, it seems to me it would be advisable to put it downstairs at the foot of the steps, where you have the lounge. That particular area seems to be excavated. Since I work with these materials, I find there are very few rooms with windows which can be darkened enough for films.

Question: Speaking of the lounge on the bottom floor, it seems to me this is poor planning. A young man might have to go through a whole crowd of young ladies, or vice versa, to get into the men's room or the ladies' room.

Vaughn: I would like to compliment your public relations man for working up such a fine brochure, and you for selling your administration on the idea of this fine library. I would question how a college with an endowment of less than a million dollars can build this building. Have you an angel?

Thornton: One of our trustees happens to be the architect. It is awfully hard to tell a trustee that his plans are no good. This whole thing started from the master plan. They asked what we would need for the next several years, and this is it. We have just started a fund-raising campaign.

Snow: Let me say this: You are starting with a small building and plan to add later. To build the size you want to begin with, it seems to me would

save in the long run. With 40,000 now, it will take us some time to grow to 100,000 at 2,000 a year.

Thornton: On our seven-year plan to raise two-million dollars, the next plan is a campaign to endow this building.

Vaughn: It certainly will cost something to add on. But your plan will bring forth a great deal of operating expenses in the next ten years.

Jesse: If you seat 25% of your thousand students, you would need 35 square feet of space per reader. Too many statistics here. This would leave about one-third of your building for "architect's use." One-third would not be too high for non-book and non-reader space, would it? Dr. Metcalf, would one-third be too high?

Metcalf: If you are going to take care of audio-visual materials and everything else, that is not too high. We know libraries of this type are growing very rapidly. Certainly student bodies are developing in size in sixteen years. Can you afford to upset everything every ten years to build an addition? Why not build as much as you can, and use some of the space for other purposes during the first ten or fifteen years. Plan it so it will be used, and you will still have the space you need when you need it. I do not think we can afford to build for twenty-five years ahead and leave it unused. But you can do it in this manner.

Lyle: I think you are being too generous in this 35-square-foot business. I think 25 square feet will hold up. I think you are away under on the one-third. It should be nearer one-half.

Jesse: You are probably right. There are plenty of architects here, so you may correct me. I think architects on federal buildings consider only about forty per cent on actual office space.

Metcalf: I have checked a considerable number of library buildings in the last few years. If you use fifteen volumes per square foot on book storage, could you use 25 square feet per reader, or will you use 50 square feet per reader? This will come out to what the average library building during the last fifteen years has done.

Jesse: I do not know whether you people know it or not, but Dr. Metcalf is working on a book on college libraries, which you will want to read. The thirty-five square feet per reader is admittedly a little too high. Remember that as enrollment changes, you can squeeze together a little bit, but you might as well enjoy the wide aisles for ten or twelve years. It is much easier to get recommendations if we give a slightly higher per reader square footage.

### THIRD SESSION — SECOND PART METHODIST COLLEGE FAYETTEVILLE, NORTH CAROLINA

ALVA W. STEWART, *Librarian*  
JAMES HILLARD, *Discussion Leader*

Stewart: Methodist College was chartered by the State of North Carolina as a senior liberal arts co-educational institution on November 1, 1956. Dr. L. Stacy Weaver, prominent North Carolina educator and church lay leader, was appointed president of the college in June, 1957, and began his duties



September 1 of that year. The first freshman class entered on September 19, 1960, the first day of classes on the campus located five miles north of Fayetteville on Highway 401.

Purpose of the college is to advance the cause of "Christian higher education and to extend the influence of science, art, and Christian culture." The pillars on which the college rest are academic excellence and the Christian concept of life.

A total of nine faculty members, three of whom are part-time, and seven administrative staff members serve 86 day students and 38 evening students. Classes are held Monday-Friday during the day and Monday-Thursday at night.

At present the physical plant of the college consists of four buildings: 1) Classroom Building; housing classrooms, faculty offices, administrative offices, and temporary library facilities; 2) Science Building; housing classrooms, biology, chemistry, physics, and home economics laboratories, and an auditorium seating 200; 3) Student Union; housing a cafeteria, snack bar, book store, post office, lounge, locker rooms, and first aid rooms; and 4) a central heating plant.

Buildings projected for completion within the next five years are the library, administration building, chapel, bell tower, auditorium and fine arts building, and the gymnasium. The library will be the next building to be constructed. If anticipated funds become available, construction will begin early in 1961. The library site is approximately fifty yards northwest of the Student Union and approximately seventy-five yards south of the Classroom Building. Architects are Stevens and Wilkinson Company of Atlanta, Georgia. It is hoped that the library will be ready for occupancy by February, 1962.

Until the permanent library is completed, an audio-visual room and an adjoining classroom are being used as a temporary library. These two rooms have adequate space to house approximately 6,000 volumes. The collection contains approximately 1,700 volumes at present and is expected to contain 6,000 volumes by September, 1961. Approximately 3,000 volumes will be added to the collection annually after September, 1961.

The librarian is the only full-time library staff member at present; another professional will be employed beginning in September, 1961. A faculty secretary and five student assistants provide part-time aid to the librarian.

The permanent library will have space for approximately 50,000 volumes; these will be housed on the first floor and the mezzanine, which will house the major partition of the stacks. The cost of the library, excluding furnishings, is estimated at \$300,000.

William Barnette, representing our architects, will show some slides illustrating the building.

(See Appendix H for floor plans and elevation).

Hillard: I think there are three big things wrong with this plan. I am drastically afraid of having 80% of the books on a mezzanine floor and having to transport everything downstairs. There should be more books on the first floor.

Using the 25-square-foot figure, it comes out that they need 22,000 square

feet. They do have the 300 students, 25% of the projected student enrollment. The first few years they will have plenty of space.

Now, the carrells on the second floor. These were not on the set of plans which I was analyzing. I do not think they can get 30,000 volumes up there with those carrells on the floor. We are back to the booklift again. Without an elevator, I think the booklift is drastically wrong. In the next twenty years they will move a half-million books, and I think they must have an elevator.

Then there is the security matter. A control desk is about thirty feet from the door. There are too many doors where people can go through without passing the control desk. I would eliminate two of these doors.

What do the rest of you have to say?

Jesse: I think you have the librarian and the architect exactly where you want them. I hope you will listen carefully to Dr. Metcalf this evening, and consider eliminating the mezzanine.

Question: What kind of a written plan was there for this?

Stewart: I did not see one. The plans were drawn before they had a librarian. They probably had the architect just draw it for them. With all due respect, the architect should not be turned loose on a library plan without someone looking over his shoulder.

Question: Another thing we have not touched on too much today is the matter of smoking. It seems to me that we should provide some place in every new building where people can smoke. I did not see any in this new building. Did you make any provisions for this?

Stewart: No.

Question: What is the trend today? Some of our faculty will not come in where smoking is going on.

Hillard: At The Citadel we permit smoking in the lounge areas, and so does the University of South Carolina. It is the trend now. Since most buildings are air conditioned, it does not bother other people as it once did.

Question: What about a survey? Our students are claiming now that 60% of the freshmen smoke when they enter college.

Jesse: We would not want students smoking in the stacks. But we have lounge areas. We told the architects about where we thought these would be and asked them to take care of the needs in air flow.

Metcalf: I know of one large university where the use of the library doubled when they began to permit smoking. Another one began to permit smoking, and they did not like it. At Lamont they were unanimous in saying that they do not want smoking everywhere, but do want some smoking area on each level. We arranged for about one-third of the seating space to include smoking. This was perhaps a little high. Some students are very definite in the statement that they do not want to study where there is smoking.

Hillard: Drinking fountains are not shown in this plan, nor in some of the others. Do they not provide drinking fountains any more? You better get them in your plans, because they take plumbing and you will have to provide for this. Every library has to provide some space for microfilm

readers. On the *New York Times*, for instance, there is not much difference in the cost of binding and microfilm and the space difference is tremendous.

Question: What is the point of having the circulation desk near the door, unless you are going to make an effort to have control?

Stewart: Well, if the desk is some place where they have to pass by, they will be more aware of the fact that they should check out the books properly. Most people will not steal but will forget to check out the book properly.

Question: One of those rooms just inside the lobby is a music room. Would it not be more likely they would take out a record instead of a book?

Stewart: It would be more desirable, I guess. I think these two rooms are poorly located. A person using the bound periodicals will have to go through the inner sanctum of the faculty reading room or else will have to walk all the way around here to get out. There should be an easier way of getting out.

Kuhlman: Well, then, should their cataloging of books be on the ground floor? This violates a sound principle. These should be on the main floor. Also, I have yet to see a faculty reading room that was used. If you can provide space for faculty, why not provide several small places instead of one big one? Also, I agree with you on the book lifts.

Hillard: Is anyone else bothered by the fact that we have 90% of our books up there?

Adams: Yes. I would mix up the books and the readers a little bit.

Hillard: I think we can convince them of this.

Stewart: I was not on the staff when these plans were drawn up.

Hillard: This is important. For about two years this is going to be a one- or two-man library. Another thing now—how important is it to have a place for student hats, coats, umbrellas, et cetera? I do not think anyone has worried about where they are going to put coats.

Kuhlman: In the South we do not wear coats enough to make so much space worthwhile. A space such as you have in a restaurant would be fine.

Question: Another question about the mezzanine. Would the reading room be two stories high?

Anthony: Yes. Whoever drew these plans came to Western Carolina College and took all the bad points of the floor plan without any of the good points.

Hillard: This covers all that I had to say. Does anyone else have anything?

Vaughn: I think we have covered the field pretty well, and we have been unusually rough on the architect. They are a fine group, and we should thank them. I wonder sometimes about the drabness of libraries. What can we do to make them more attractive?

Comment: The New Orleans Public Library is a good example, where they have walls painted different colors and criss-cross painting on the hall ways.

Hillard: I think this building is certainly an attractive exterior, and I would assume that it will be attractive on the inside.

Kuhlman: You can get shelving in many different colors now, and we should use that.

Jesse: I think some of us go along with thinking we shall have all the color we need on the books.

Kellam: It takes more than the covers on books. We are completing an area in one of our science building for a branch library. We got green shelving, a green vinyl tile, and used vinyl covering for the columns, and are getting natural birch furniture. All colors are pastel and subdued, but it will be attractive, and no one can consider it drab.

Hillard: A library is just as attractive as its staff. This is important.

Vaughn: Are you changing from cork tile to asbestos throughout? I have heard this mentioned several times. Are you using carpeting?

Metcalf: For years many of us thought that cork was the finest floor, and certainly the most comfortable. It is expensive to install and difficult to keep up. During the last two years we have found that cork that has stood up for forty years has been ruined in two weeks by spike heels. Architects are recommending wall-to-wall carpeting, but we do not know yet how it will stand up. I would suggest that any new librarians be sure that the architect checks on everything that is new.

Comment: Rubber tile does pretty well.

Metcalf: Some people do not like it.

Vaughn: Are you using any vinyl tile by Armstrong?

Metcalf: Yes. Sometimes they are too noisy. At first the vinyls were less expensive and easier to keep up, but they were noisy.

Hillard: The undergraduate library at the University of South Carolina has wall-to-wall carpeting and it is beautiful. They have used color, too. We still have to wait to see how it stands up but it is pretty.

Stewart: I would like to correct one impression Major Hillard has. The Methodist Church does not have plenty of money, and we will be glad to accept contributions from all of you.

Stewart: (Postscript, April 14, 1961).

Since returning here from the College Library Building Institute I have corresponded with Mr. Richard Barnette, our architect, and suggested that several changes be made in our building plans. He has indicated that making most, if not all, of the changes will be feasible. Most of the changes I recommended were based on information gained from the discussions at the Cullowhee conference. One of the major changes was to substitute elevators for book lifts.

Because of a shortage of funds, construction of our library has been postponed until sometime in 1962. It is still to be the next building constructed on our campus; estimated cost of construction is approximately \$300,000.

## FOURTH SESSION HAMPDEN-SYDNEY COLLEGE LIBRARY

PAUL L. GRIER, *Librarian*

Randolph Frantz and Associates, Architects

KEYES D. METCALF, *Consultant*

W. PORTER KELLAM, *Discussion Leader*

### INTRODUCTORY STATEMENT

#### The College

Grier: Hampden-Sydney is a liberal arts college for men with an enrollment of 400 students and a faculty of 31, has been in continuous operation since January, 1776. The College, which is affiliated with the Presbyterian Church in the United States, is located seven miles south of Farmville, Virginia. The campus consists of a wooded tract of 400 acres. The buildings are of Georgian architecture. The new library is the first major structure under the development program adopted by the Board of Trustees in 1958. An increase in the enrollment to 600 students has been authorized by the Board to take place as rapidly as facilities and finances permit.

#### The Existing Library

The library has a collection of slightly more than 48,000 volumes served by a staff of three professionals and nine student assistants. Accessions for 1959-60 numbered 1,910 volumes. The periodical subscription list numbers 279.

### PROPOSALS FOR A NEW LIBRARY

Mr. Keyes D. Metcalf was engaged as Consultant in the early stages of the planning, and the following objectives have been formulated:

- 1) To seat in the new building approximately 33 per cent of the anticipated full-time enrollment of 600 at the end of 15 years.
- 2) To accommodate a total future collection of 80,000 volumes which will be reached by a net acquisition of 2,000 volumes annually for the next 15 years.
- 3) To provide faculty studies, seminar rooms, a listening room, and a rare book room.
- 4) The cost of the completed, fully equipped building not to exceed \$406,000.

### THE NEW LIBRARY BUILDING

#### The Site and Building

The most favorable location seemed to be across the street from the present library building with the entrance 68 feet from the street. This site is about half way between two dormitories and within 200 yards of the two classroom buildings. The present library building is to be enlarged and converted into a student center which will house the dining facilities for the entire campus.

The new library will extend along an east-west axis with the major portion of the reading areas lying along the windows on the northern walls.

#### Type of Construction

The exposed portion of the exterior of the building will be brick laid in Flemish bond with concrete block back-up. Through the second floor, construction will be concrete frame and flat slab. Above the second floor, including roof framing, the structural system will be steel. The roof will be slate laid on nailable concrete plank.

The interior is to be of open-stack modular design providing maximum flexibility. Ground floor covering will be vinyl-asbestos tile, and covering for main and top floors will be rubber tile. Walls in some areas will be covered with birch plywood; in other areas they will be painted concrete block. Acoustical ceilings will be used throughout.

A combination heating and air conditioning system, including zoned type air handling equipment supplemented by coil-fan units in smaller rooms having exterior exposure will be used. These will be provided with individual temperature controls and larger areas with individual zone controls. Humidity will be added during the heating season, as required, to prevent excessive dryness. Oil will be used as fuel for heating.

#### STATISTICAL DATA

DIMENSIONS: (Main body of building)	54'-3" x 110'-7"
SQUARE FOOTAGE:	18,580
MODULE SIZE:	21'-8" x 17'-4"
CUBAGE:	274,000
TOTAL BOOK CAPACITY:	106,277 volumes
CEILING HEIGHTS:	
Ground Floor:	8'-4"
First or Main Floor:	9'-4"
Second Floor:	8'-7"
SEATING CAPACITY:	
Carrells:	54
Smoking Rooms:	
Lounge seats	21
Seats and tables	25
Other lounge seats:	35
Seats at other tables:	48
Typing rooms:	14
	<hr/>
	197

Included in the above, in carrells, smoking rooms, and typing rooms, are 89 individual or single seat tables.

Not included: Listening Room—10, Rare Book Room—22, Faculty Studies—3, and Seminars—26.



TERRACE AREA:	528 square feet
PARKING AREA CAPACITY:	24 cars
COST:	
Building	\$195,850.00
Plumbing, heating and air conditioning	69,000.00
Electrical work	31,000.00
	<hr/>
	\$295,850.00
Cost per square foot—	\$15.90
Cost per cubic foot—	1.08

**FIRMS SUPPLYING MAJOR EQUIPMENT:**

Bookstacks: Remington Rand Library Bureau

Furniture: Contract not yet awarded

**DATE OF COMPLETION:**

June 21, 1961

Our building has been under construction for about three months, so I hope there will not be any suggestions about changing the exterior walls.

You enter at the middle level and go down one flight and up one flight. Most of the reading areas are concentrated along the windows on the northern walls. We get away from the window treatment by bringing in as much as possible of the northern light on the back. The microfilm machine needs to be kept in a room where the door can be kept locked, because if the machine breaks down, we will have to bring in a repairman from Richmond—seventy miles away.

Originally, we had three stairways, but in a building this small we felt that we could not give up the space needed for the third stairway.

On the ground floor the receiving room is in rather an unusual location. Our receiving amounts to a binding truck coming about once a month, a Salvation Army truck about that often, and a college trash truck once a week. Our packages come by parcel post and are brought in through the front door.

Smoking rooms have various types of furniture. They are designed for study and not for lounging. You may sit at a large table, at an individual table, or in a lounge chair. Our faculty members are strong on seminars, and the boys like to study together, so the seminar rooms may be used for this purpose if a seminar is not in session. We will have a rather large room (Hampden-Sydney and Rare Book Room) that will be furnished more elegantly than some of the other rooms. If you wanted to have a tea, the kitchen would be available for that purpose; but most of the time it will be used by the staff.

Kellam: Paul has answered during the last few minutes some of the criticisms I have made about the building. As a whole, these plans look pretty good to me. There is adequate space for readers and books. There are ninety-three carrells in the whole building, which is good. We have heard a great deal about control today, and I think good control is possible here with a small staff. This building has conformed to the other architecture on the campus. When I first looked at those plans, though, the first thing

that hit me was the stairwells. You have to go through a reading area in each case to get to the stairwells. Instead of going through stacks to reading areas, you have to go through reading areas to get to the stacks. If this were a larger institution, I think you would have a problem with the noise. It would have been much better, it seems to me, if you could have kept at least one stairway up near the front entrance.

Kuhlman: I would agree with that. I think two stairways would be plenty for this building, and I see no reason why you could not have one at the front and one at the rear.

Kellam: Paul, you said the fire laws did not let you do that, but I saw another one from Virginia today where it was done. How do you explain that?

Grier: They said they would have to change that sooner or later. And sure enough, they did. The architect has looked into this thoroughly.

Kellam: I still think it is unfortunate that you have to have these two stairwells at the back as your only means of communication.

Kuhlman: Could the seminar room right at the circulation desk have a small stairway there?

Kellam: That is another thing I considered. It seems to me that it is too valuable a space to be used as a seminar room. I had not thought of it as a stairway, but thought of it as a microfilm room or something of that nature. But the stairway is certainly a possibility.

Lyle: How do you take care of somebody who is disabled in a building of this kind? Is the difference between elevator and booklift so great that the additional cost is not worth fighting for in a three-story building?

Kellam: If there are students who cannot maneuver steps, this would be a very serious thing.

Grier: I have never seen a handicapped student there.

Kuhlman: You mean to say that if a member of the Board of Trustees or a prominent alumnus had a handicapped student he wanted to get into this school, he could not get in?

Grier: I have been there twenty years, and have never seen one there.

Kellam: It would be a hard policy to enforce. Do you know what the difference in cost is?

Lyle: I think if this were an elevator instead of a booklift, it would help to solve some of the circulation problem. I think students would take the elevator instead of the stairways.

Kellam: I did not think it would be worth while putting it in for the mobile student.

Kuhlman: If you were going to use it for students, you would have to get a larger elevator for several students.

Lyle: I know that booklifts are reasonably expensive and someone must be up there to take the books off.

Kuhlman: Is this booklift big enough for a student and a book cart?

Kellam: No. That will cost you money. I think you should have steps close to the circulation somewhere.

Stewart: I notice you have provision for five or six typing rooms. Can you justify this expense? What has been your experience on this?

Kellam: I do not think this is a point to find fault with, because you can use those rooms for study.

Question: Where will the reference desk be located?

Grier: It is a five-foot desk that juts off the circulation desk.

Kellam: That area may be a little cramped at times, by using it for both reference and circulation, but I am inclined to look at these things with an eye to a larger enrollment than 400 to 600 students. What do some of the rest of you think?

Question: What about the reserve books?

Grier: They should be open shelves out in the reading rooms.

Question: Dr. Metcalf, if it is at all possible to get ten thousand square feet all on one floor, would you prefer it?

Metcalf: Yes, I would prefer that. But there are eighteen thousand square feet in this building, and so you can go to two floors, and because of the slope of the land, you can go to three. I think there ought to be an elevator large enough for a staff member to go up with the book truck.

Byers: At Agnes Scott we had a location for one, but did not have it installed at first. It was a tremendous help when the janitor was not around. Ours was a small passenger elevator.

Metcalf: I am a great believer in elevators to move books up and down. I spent eight years running up and down with books, and I do not want anyone else to have to do it.

Kellam: If you do away with the seminar room at the entrance, you will still have two left. I was talking with MacMillan here. Mac, would you tell them what you told me?

McMillan: We have twelve. Until five o'clock they are on schedule. The people who use them must clearly state for what purpose they intend to use them, and these purposes must be book-related. We cannot let the students use them in the evenings. They are locked at six o'clock, and can only be used by group activity. It is a mistake to have all the seminar rooms of one size as we have. We need different types of classes in those rooms, and it would be much better if we had a variety of sizes. The students damage them too much in the evening.

Kellam: We have trouble because we are a co-educational institution. I do not think Paul will have that trouble.

Statement: I do not see any provisions for any water at all on the main floor.

Grier: The counter that runs along the window in cataloging has a sink in the middle of it. There are two drinking fountains on every floor, but they do not show on the plans for this floor.

Kellam: What is the purpose of the listening room on the main floor? How could more than one person listen to more than one recording at one time?

Grier: Earphones.

Kellam: But I believe you told me they were players and not earphones.

Grier: We thought we would have only speech records, and we could arrange it so we had only two earphones. The mobile sound truck could be pulled around into the seminar room and used there. I do not know what to do about the listening room.

Kellam: Then on the ground floor there is a point about the relocation

of a door. If you had a door leading from receiving into storage, it would save you a few steps, it seems to me.

Adams: On the seminar room there at the front on the first floor, might it not give a little more flexibility to put in a door between the seminar room and the circulation desk? Having only the one door would almost limit it to seminar purposes only. Another door would make it possible to use it for an office or for a listening room or some other purpose.

Grier: I think one of these days we will be using it for some sort of staff activity.

Kuhlman: Where will you place the reference librarian's desk?

Grier: The reference librarian would be assigned one of the desks in the cataloging office.

Kuhlman: But that is no conception of the work of a college reference librarian.

Grier: But she has little or no work to do in the morning.

Kuhlman: Then she should be on duty in the evening.

Grier: Yes, she is.

Statement: If they were back in the typing area, they could work there and still see when they are needed.

Kuhlman: I would not even have her in a room. I would put her out where people can see her and she would be useful.

McMillan: I was looking at the janitor's space. The big closet is on the top floor, and on the ground floor he has a cubby hole and a little bit bigger space on the second floor. Seems to me the big one should be on the ground floor.

Kellam: I have not talked with Paul about this. But I would judge that this is just a sink room in the basement, and that he has the whole mechanical equipment room if he needs it.

Metcalf: I think the comments tonight have been very good ones. I think it is unfortunate to have given up the front stairs. I think it is unfortunate to have the seminar room so near the front entrance. These come from having to cut at the last minute from 21,000 square feet to 18,000 square feet. This is an example of what can happen if you do not have adequate funds for what you need. I wish, now that you have the contract for less than was expected, you would use the money for the elevator and the stair, instead of a seminar room at the front.

Adams: College Library Building Institute adjourned.

## PLANNING THE LIBRARY BUILDING

By KEYES D. METCALF\*

I am glad to be here. I have come, hoping that I could be of some use and also to learn. I am engaged in writing a book on library building planning. I do not know enough about small colleges and their library needs to do it, and I was sure that I could see persons here from small colleges. I have already learned a good many things that will be of use to me.

Please do not think that I know all the answers in library building plan-

\*This paper was delivered immediately following the dinner on October 12, 1960.

ning. I do not. Far from it. No one knows all the answers. I am here primarily to tell you about the problems for which you need to find the answers. I hope I can help. You will have to answer most of the questions yourselves, but it should be easier to answer them when you know what the problems are.

A library is of great importance to an institution. I am not going to argue as to whether it is the heart of the institution or not, but it is of importance. It is worthwhile to have a well-planned library building, because it makes it easier to provide good library service. It is important, both financially and educationally. A well-planned library building often results in the doubling of the use of the library. That happened at Harvard when we built a new undergraduate library building a dozen years ago. We thought that we were already giving pretty good service, but the library was used twice as much after Lamont was available than it was before. A good library helps a college to develop its educational program and to attract and keep a better faculty. It has been said that because Harvard has a first-class library, it is able to attract professors for \$3,000 a year less than other institutions.

It is particularly important to have a library building well planned, because it is a terribly expensive affair. A great many library buildings in recent years have cost twenty times the annual budget of the library and have thus doubled the college's investment in the library. And that is not the whole story. When the use of a library is increased, you must increase the staff, and buy more books. I should warn you that a good library is likely to triple the total cost of the library to the institution in a comparatively short time.

You should get the most from your money, and you need to plan well. A well-planned building is not planned overnight. It takes time to develop it, and I hope that those of you who are to have new library buildings will not be forced to plan them too quickly. Your plans should not be completed until the college administration has come to understand some of the facts of library life, and why a good building is of importance and why it costs money; to understand that libraries grow and are not going to stop growing. The average college library doubles in size every fifteen years, and you should plan for that. Also, it does not cost any less as collections and use become larger. It costs more per unit. The better the library, the more it is used, and you start what we sometimes speak of as a vicious circle.

How do you go about planning a library building? I think that the first thing for the librarian to do is to understand the college and its objectives and what it is trying to do. He will have a hard time doing this without talking to its administrative and academic officers. What kind of institution do they want it to be? Are they content with its being a textbook institution, or do they want the students to do something more than just use textbooks in connection with their studies? What subject fields are to be taught, and what are their book requirements? What needs do the faculty have in connection with the library? Both the objectives of the institution and the objectives of the library should be determined.

Next, the librarian or someone in authority must decide how many students are to be accommodated. Are the students expected to do all or most of their

studying in the library or in dormitories or at home? What kind of service is to be given? What is the philosophy of service? Answers to these questions must be found before the space needs can be determined.

After you have determined the objectives of the college and the library, be absolutely sure that you will require more space than you now have. Perhaps there are ways of getting along without a new building. I doubt that that is the case with many of you here, but some of our older libraries in the north and east are loaded down with material that should be discarded and not require more stack space. A library may be overcrowded because high school students are using it. Do you have a responsibility for the high school students? Can they be taken care of less expensively elsewhere? Does the library have books that can be put in storage, instead of shelving them in the library? Would it be desirable to decentralize the collections, instead of building a new building? Can alterations take the place of a new building? Can a basement be fitted up to shelve the additional books? If none of these things will solve the space problem, can the present building be added to, or is it cheaper in the long run to build a new building? These may be questions that you should study carefully. There is no need to build a new building if it will cost you less and be just as satisfactory to add to the old one. In that connection, if you decide on a new building, be sure to construct it in such a way that it can be added to at a later time.

It is often difficult to add to an old building satisfactorily, probably much more difficult than to plan a new building. There is likely to be trouble with floor levels, particularly if the building is an old one. A large amount of money should probably be spent in rehabilitating the old building, providing better light and better ventilation, an elevator, etc. It may be that it will be difficult to connect the old and new parts satisfactorily. I have been writing a chapter on this problem for my book and have studied a number of libraries that had been very satisfactory, but which it did not pay to add to. At the same time, I have seen library buildings that were fifty years old and not particularly well planned which could be added to easily. This is a problem which you must study and deal with, always keeping in mind as far as possible the importance of the library in the college's educational program.

If you find that it does seem desirable to spend the money to build a new building, be sure you are prepared to face its financial implications. A new building will cost you a considerable sum, and it is frustrating to build if you do not have money enough to do it properly. If you decide on a new building, what do you do first? Get just as much help as possible in planning it. Turn to the literature on the subject. There is a considerable amount of it, and Mrs. Byers who is here today has taken the lead in getting it under bibliographical control. Become thoroughly steeped in the literature that is available, and make sure that you know what the problems are which you will face in planning. I shall not have time to tell all about them this evening, I can assure you.

You should have additional help, beyond the literature which is available. I hope you will have a faculty committee to tell you what it thinks the library should be able to do. If you do not, the faculty will probably criticize the library that you plan, however well it is done. Help should also



come from the college administration. It should have a committee to help you and to give you an opportunity to educate the administrative officers in regard to library problems and needs. You should keep in close touch with your staff members to be sure they understand what you are doing and give you any help that they can. It often is desirable to have a student committee. They may not come up with many useful suggestions, but if the students feel that they have had something to do with the planning and that you have consulted them about it, they will be less likely to criticize the results.

I hope that most of you before you go very far in planning a new building will be able to visit other libraries; not too many, because if you visit as many as I have visited in the last few years, your head will be all in a jumble, and you may be more confused than helped. Visit recently constructed buildings. They do not all have to be well-planned ones. Visit some had ones deliberately to see what the mistakes are. Visit enough good ones also to see that there may be different ways of solving the same problems. I hope in many cases that members of your faculty committee can visit other libraries and learn about problems which must be faced. I hope when an architect is selected, that he go on a tour also, preferably with you.

The question will come up sooner or later as to whether you should have a library consultant. If neither the librarian nor the architect has had building planning experience, I would certainly advise a consultant, someone who has had a good deal of experience in planning library buildings. It may be a librarian, or it may be an architect. He should be able to help and steer you away from some of the difficulties. Also, do not hesitate to obtain help from the American Library Association headquarters where there are copies of programs and building plans and staff members accustomed to advise on building problems. Help can also come from library equipment firms. You will need help. You will need it right up to the time when the plans are completed.

In due course, you should have a building program to give to the architect, so that he will know what you think you need. I will go into that later, but first let me speak of the importance of choosing a satisfactory site for the new library. We talked a bit earlier today about the site. We agreed that it should be central, but the question came up as to central to what? Other things being equal, I am inclined to say that it should be central to the classrooms, rather than to the dormitories, although it should not be too far away from the latter. A word of warning about a central site. It should not be so central that you can not add to it, nor so central that the architect and the college administration insist that it be a monument, rather than a library. Do not have it so central that the students will want to enter it on all four sides. Other things being equal, place it at one side of the campus, but still as central as possible. I think you understand what I mean. And plan it where there is space for growth.

Keep in mind, if you can, the orientation, because the question of sun and wind and exposure is of importance. If you have too much window area on the west side, you may be in serious trouble. Soil conditions should be determined before the site is selected. I am not suggesting that the librarian should select the site by himself, but he should at least make sure that the

architect and the administration keep the points listed above in mind. Consider the advantages of a site on a slope, if the slope goes down from the entrance so that you can do as is done at the library here at Cullowhee, with a floor above the entrance level and one below, but with windows on all three.

A program must be prepared. There are a number of things that must be included. There is not time to discuss all of them. The program should record how many seats are to be provided for the students. That is a difficult decision, but perhaps the most important single one that has to be made, because a larger percentage of space in a library is used for reader accommodations and for service to the readers than anything else.

How do you decide on the number of seats? You do not know how many students there will be twenty-five years from now, and I do not know of any sure way of finding out, but help should come from the college administration. You must use some kind of a formula as to the percentage of students to be provided for at one time. That percentage should vary in different institutions. I know state universities that never have more than ten or fifteen per cent of their students in the library at one time. I know of other libraries that have fifty per cent of their students at once. I helped a few years ago in planning the Grinnell College Library, and it provided, rather against my advice, for fifty per cent of its students. A month after the library opened, the president telephoned to me and said, "I was at the library last night. We have 999 students this year. There are 501 seats in the library, and every seat was full. We are turning students away." I felt pretty unhappy, as I had told them that that was more seats than they would need. Since then I have learned of other libraries to which more than fifty per cent of the students go to the library at one time. Usually these are libraries in rural locations where there is little else to do weekday evenings, except to go to the library.

The percentage of students you need to provide for is larger in co-educational than in all-male or all-female institutions. The percentage is larger in an institution that emphasizes the humanities and social sciences than one that specializes in the sciences. A law school should generally provide for more than fifty per cent. Each institution differs. I cannot give a formula that will take care of your needs, but I suggest that you study this problem carefully and appreciate the fact that you may have more students than anticipated at one time, and that the student body is likely to grow rapidly in most institutions.

How many books do you provide for? This is another difficult matter. Fortunately, in most libraries the books take less space than the readers and services to readers. You can run a first-class college library for undergraduate students with 25,000 titles. It will take more than that many volumes as duplicates if much-used ones are provided. One college library after another is planning for 100,000, 150,000 or 200,000 volumes. I am sure they will use this space sooner or later if it is provided, but I doubt if you need that many for undergraduates in most colleges. You may need them for the faculty if you have or expect to acquire a research faculty. All libraries have a strong tendency to grow. It is always possible to discard, but it is more difficult to select books for discard than for acquisition. The following formula may be useful if used with discretion.

A seat in a reading room takes as much square footage as shelving for 375 books. Which use of space is of greater importance to you?

How large is your staff going to become? Space for its members must be provided. I suggest 150 square feet for each. This should care for desk space and also staff lounge and restroom facilities, and for equipment that the staff uses. I can assure you that more librarians have had space troubles because the staff outgrew its quarters than for any other reason. Library staffs have a way of growing. Perhaps they grow too fast, but I urge you to provide enough space for them.

There are, of course, many other things that you can place in the library in addition to readers, books, and staff. There is a question of whether you should care for audio-visual work. What will you do about maps? Should you have a browsing room and seminar rooms? What about an auditorium and so on? Each institution must answer these questions for itself. You have in your hands a list of questions that a building program should answer. It was prepared by Dr. Kuhlman and is a very good list.

The program may comment on the question of how many floor levels to have in the building, but the architect has a place in the solution of this problem. I suggest as a rule of thumb that unless a library is to have at least ten thousand square feet of floor space, it should generally be kept on one level. There should be space enough around the college so that you can afford ten thousand square feet of ground space. As soon as you go beyond one level, you must use space for stairways, perhaps three of them, and you should provide a booklift or elevators, as the case may be. Stairs are a disturbing factor in a library, which ought among other things to be quiet. Try to plan your building so that if you have stairs, their use will not disturb the readers.

Following the question of the number of floor levels, you run headlong into the problem of how high the floor levels should be. I promised this morning that I would make some comment on this. In a large building I prefer to have at least one room that is two-stack floors high, so as to give a feeling of spaciousness when you come into the building, but it is evident that you cannot afford to have all of your reading areas sixteen or seventeen feet in the clear. It is expensive and takes too much cubage. Any space above 7' 6" is useless for the shelving of books, because the average person has difficulty in reaching more than 6' 6" above the floor to take books from the top shelf. Before the Princeton Library was built a mockup was constructed with a ceiling that could be raised or lowered. Librarians, consultants, architects, college presidents, professors and students were called in. The ceiling was cranked up and down, and everyone was asked, when does the lower height begin to bother you? They found that practically everyone was comfortable in a room as large as 36 x 25 feet until the ceiling was lowered below 8' 4". On that basis you could argue that anything that is over 8' 4" is waste space.

You cannot have a room the size of this one [referring to the Carolina College Cafeteria] with a ceiling of 8' 4" without feeling oppressed. We have a reading room at Harvard that is 9' 6" high and 131 feet long, and everyone seems to be comfortable, but it is partially broken up by two screens. It is evident that ceiling heights can be much lower than we thought de-

sirable twenty years ago. I suggest that you look into this carefully. Do not waste cubage all through the library that you will have to light and heat, just for the sake of appearance, but if you can arrange to have at least one room in a large portion that is more spacious, it may be desirable.

If you decide to have mezzanines—there are two mezzanine floors in this library—I can report that competent builders have told me that mezzanines do not pay financially, unless they occupy at least sixty per cent of the floor level. This is because the two-level high part has so much unnecessary cubage.

Another matter, for which the librarian has the primary responsibility, is the question of spatial relationships within the building, that is, the relation between the catalogue and the cataloguer, and the charging desk and the reference librarian, and so on. This is of particular importance for the central services of the library, that is, the charging, reference and reserve desks, the public catalogue, the bibliography and reference collections, and the quarters for the processing staff. If all of these central services can be housed on the entrance level of the building, you will save yourselves a good deal of trouble. This is difficult to accomplish, unless you have only one level. I said this afternoon that in the new Cornell Library the first floor is more than twice as large as the floors above, so as to make it possible to place the central services together.

Study this question of space relationships carefully. The architect must work out the answers, but you need to give him a clear statement of the problems involved.

When the program has been prepared, be sure that it is approved by the faculty, the administration of the college, and the consultant, if you have one, and that you talk it over with the architect to make sure that he understands it. I cannot exaggerate the importance of the selection of a good architect, and also one who is interested in what you are trying to do and is prepared to listen to you. He may not be able to do everything that you want him to, but he must understand what it is that you feel is required. A good architect is a good listener.

I hope you will not have an architect who insists on building a monument instead of a library. There are architects who do that. I hope you will not have an architect who insists that the building is to be so perfect architecturally that it cannot possibly be added to. If it cannot be, you may well be in trouble within a short generation. The architect should understand costs and not say that he can build a \$300,000 building for \$200,000. You will be in an embarrassing position if you become involved in something that costs more than you expect it to. After the architect has been selected and is working on the plans, keep in close touch with him as the plans develop to see that your needs are provided for.

Earlier today questions were raised about module construction, and I would like to comment and try to explain some of the problems involved. If you use a module that makes it necessary to have your stack ranges closer together or farther apart than necessary in order to fit the columns, you may lose ten per cent or even twenty per cent of the stack space, simply because the module size is wrong. Its dimensions should be carefully considered. There is no completely satisfactory literature on the subject, perhaps

because it is such a complicated one. I have been spending a great deal of time in the last month trying to write the "module" chapter of my book so that it would be intelligible to others, and have not as yet been able to make it intelligible even to myself. I am still hoping for better success.

I shall now discuss some problems which have no logical order. First comes the question of control. Until comparatively recently the public parts of a library were made up almost exclusively of reading rooms, and we always expected to have a librarian in each one to keep order and to protect the books. In general we no longer try to supervise reading rooms. In many libraries we have even given up reading rooms altogether. The readers are all mixed up with the books, and you cannot possibly supervise anywhere except at the exit. Many institutions, however, particularly the smaller ones, say that their students are honest and that they cannot afford and do not need to check students and others as they leave the building, and do not provide for any kind of control. This may be true today, but is it going to be true tomorrow? Is there any reason why you should not plan the building so that you can control the exits sooner or later without extra cost? If you put the charging desk beside the exit so that nobody can leave the building without going past it, you can often solve this problem. This is done at the Lamont Library where we have a particularly difficult problem because we often have three hundred students in the building attending classes. They almost all leave at once. We sometimes have six hundred to eight hundred persons leaving within ten minutes, and we check them as they leave without having them cue up. It can be done. Plan on this carefully. I do advise you to plan so that you can check people as they leave if the time ever comes when you need to do it. Some libraries have to be given up because they are not planned so that the exits can be controlled.

My next point deals with lighting, and there I am on a controversial subject. Many experts and also those who provide electricity and fixtures tell us we need more and more light. When I started in library work at the beginning of the century if we had three-light candles we thought we were doing well. I remember when in the New York Public Library we first began to use ten-light candles. It made such a glare we did not like it. Now we are advised again and again to have 100-light candles and are told that we should have at least 75. I am speaking of the "maintained light"; that is, the intensity that you obtain from tubes or bulbs at the table top level when they are a few months old. On the other hand, the medical authorities, and I have tried to consult the best ones in the country, have told me that any light beyond 20-light candles "maintained" does not improve visual acuity appreciably and simply wastes current. The doctors who have told me this do not hesitate to say it to the equipment men and the companies that sell electric current.

Sooner or later most colleges have to face the problem of what to do about smoking. I can assure you that the library will be used more if smoking is permitted in some parts of it, and I can assure you that many students, even those who smoke, do not want to study in a smoke-filled room. I suggest that, if possible, space be provided on each level of the building where smoking is permitted and where, if the building is air conditioned, special arrangements for changing the air be provided.



This room in which we sit has such good sound absorption qualities that perhaps I need to say little about acoustics. It is possible, I suppose, to have a library that is too quiet, but that would be difficult to accomplish. Books are good sound absorbing material. It is possible to have floors and ceilings that are reasonably quiet. One reason that we do not have to bother about supervision and sound-proofed partitions as much as we used to is because we have quieter ceilings and floors, and we do not notice whispering and other noises as much as we did years ago.

A few words about furniture. Furniture costs are high. Most libraries, particularly small ones, have to buy their furniture from library equipment firms. It is almost sure to be expensive but of high quality. A larger library can often have furniture made to order that will cost less than that which can be bought from the standard library equipment firms but is still good. Let me suggest that you keep these points in mind in connection with the selection of furniture. Be sure that it is sturdy. Do not buy chairs, for instance, that are going to fall apart in the first year. I am proud of the fact that we have three hundred chairs in the Widener Library that are now twenty-four years old, and nothing has been spent to repair any one of them. I am proud of the fact that for the eleven hundred standard library chairs in the Lamont Library, the first repair job did not come until after eleven years of use. Arrange for sturdy furniture, but make sure also that it is comfortable. It is possible to build a wooden chair that you can sit in comfortably for hours at a stretch, and it is also possible to have one where you begin to squirm in ten minutes. There is no reason why you should acquire an uncomfortable one. I must go on and say that the same chair does not fit everyone. Chairs should look at least reasonably well. They do not need to be as homely as some library chairs are, and I hope that you can find chairs that are not unduly expensive. I would be willing, however, to pay a little more for comfort and sturdiness because it will pay in the long run. It's worthwhile to look long and hard for good furniture.

Just a word about tables and their dimensions. I am going to criticize the library supply houses that permit, yes, encourage colleges to buy tables that are only three feet across and expect people to sit on both sides of them, and only two and one-half feet along the sides for each reader, instead of the three feet that is required for comfort. A library that buys tables of that size can seldom fill all the chairs. You save space in the long run if you provide six square feet of table surface for each reader, and you should be able to arrange the layout in the reading room so that you can use that much space and still seat at least one person for each twenty-five square feet.

If you are as far north as New England, you have little need for air conditioning for physical comfort, unless you have a summer school. I am inclined to think that most of the institutions of higher learning in this country will have summer schools in the near future. I think that in the South air cooling is practically always warranted. You can pull your ceiling heights down almost enough to pay for it, if you are willing to look at it in that way. I recommend air conditioning if you can possibly arrange for it. If you have great collections of rare books, you cannot afford to be without it. People can stand heat and humidity, but books cannot live out their normal life span if subjected to high heat and humidity or to insufficient humidity.



Full air conditioning is expensive, and if it is not satisfactory, it is very unpleasant. To have it, you should seal the windows, and then if it does not work properly, somebody is inclined to smash the windows.

The flooring problem is another difficult one. Cork is about the most comfortable flooring, but it is expensive and hard to keep in condition. Good cork floors that are well cared for will last. We have some in the Widener building that are forty-five years old that are as good today as they were forty-five years ago. On the other hand I have seen cork floors ruined in a few months by girls in spike heels. Spike heels, by the way, are one of the most serious things that has happened to libraries in recent years. I wish you would all start a campaign against them.

Something was said this morning about color and interior decorating. There is no reason why libraries should be drab. We seem to have pretty much outgrown olive green or black shelving and mauve walls. We can have color. Sometimes it helps to make a room look larger if there are different colors on different walls. I suggest, however, that we do not have such bright colors as to date the building completely, so that five years from now we will say, "This building was built in 1960."

We talked during the day about how much space each reader took. It is possible to lay out a satisfactory reading room with six square feet of table space for each reader and a reader for every twenty-three square feet in the room. This is done in the Lamont Library, and it looks spacious, even extravagantly so, but it is accomplished by placing many individual tables at right angles to the walls, next to the aisle that you would normally have around the room. With seats arranged in this way, each person takes only thirteen or fourteen square feet. You save ten to a dozen square feet for each table so placed, and if this space costs you twenty dollars per square foot, there is a couple of hundred dollars you save for each seat.

I suggest that, with the possible exception of a reference room and then only on rare occasions, you refrain from placing books around the walls in a reading area. The books in a reading area are generally the most used ones in the library, and students or professors going back and forth all day long make the room a restless place. Place your books at one end of the room or one side of it so that you can see them and know that you are in a library, and can get to them without going past too many students. That will help to make the room quiet.

A few words about stack arrangements. Do not have your stack aisles so narrow that if two people try to pass, they bump into each other, but remember we often waste space by placing stack ranges too far apart. Remember that a satisfactory distance between ranges depends on the width of the aisle, but also on the depth of the ranges. How many of your books are eight inches deep or more? Why install stack ranges twenty-four inches from front to back where you can get your books in a sixteen-inch space, and thus add that other eight inches to your aisle width. Stack companies are, of course, glad to sell deep shelves. They take more steel. They can charge you extra for them, and they do not have to fasten them to the floor. You may want to have a flexible library and be able to move the stacks, but if you move them, you will find that you must replace the floor covering if there is any. Every inch closer that you can place your stack ranges

you save approximately two per cent of the stack space and building construction costs. If you are dealing with a building with a 2,000,000-volume stack capacity and the stacks are placed five feet on centers, instead of four feet, some twenty-five per cent of the space is lost. Twenty-five per cent of two million volumes is five hundred thousand volumes. This is big business. It is not as important, of course, with smaller libraries, but your layouts should be watched and full advantage taken of your space. You can often save the cost of a consultant many times over by getting advice on how to space to advantage and yet not make the library look congested.

A word about costs. I wish I could tell you what a library should cost. The total will depend to a considerable extent on whether it is a monument or not, and whether there is a lot of waste space in it. It is not just the cost per square foot or per cubic foot that should be considered. It is the cost per reader and volume that you can care for satisfactory. Why build a fifty thousand square foot library if a forty thousand square foot one will do just as well. The latter will cost, other things being equal, only four-fifths as much.

Build well, keep upkeep as well as construction costs in mind, and do not be extravagant. Costs vary throughout the country, largely because of the difference in wage rates. I expect that labor costs less here than in New England. Heating costs will also be less. Buildings have been built recently in the Deep South where the total cost for construction, architect's fees and furniture came to less than twenty dollars per square foot. In New England we do very well if we can get by on twenty-five dollars, and it often runs to thirty dollars. In New York City it is likely to be up to as high as thirty-five dollars, and the same holds for Washington. It varies greatly, but wherever you are, watch the costs. I am a librarian. I want to spend money for books and services, not for bricks and mortar. That is why I am so interested in library building and planning.

## A NEW LOOK AT OUR LIBRARY BUILDING

By LILLIAN BARKER BUCHANAN\*

Librarians and other visitors who have had a tour of our library building, since we moved into it eight years ago, often ask questions such as the following: If you could re-plan your building, what changes would you make? What features do you still like about your building? Are there features that you do not like? Why do you have three expensive lounges in the building? Why did you invest so much money in the Gallery, a room where you have movies, dances, banquets, exhibits, concerts, and meetings of various groups?

All of these questions have their roots in the basic principles involved in the planning of any library building. Before the architects put a single line on the drawing paper, the librarian must define in detail the program. What kind of college is it to serve? Ours was and still is mainly for the training of teachers. Where is the college located? In an urban or metro-

\*Mrs. Buchanan is Librarian of Western Carolina College. She was ill at the time of the Institute and was unable to present this paper. Inasmuch as she was scheduled to be on the program the paper is included with the other papers and proceedings.

politan center, or is it, as is ours, out in the country? What kind of clientele is it to be served other than the faculty, the undergraduates, and the graduate students? As a state supported institution does it not have an obligation to serve a certain geographical area? What is the background of most of the students; their homes, towns, and high schools? What is the librarian's philosophy of service? Is he content to run the library in a routine sort of way or does he believe that the library is a laboratory or workshop for the instructional program of his college? Does he believe in having just austere reading rooms furnished with tables and hard uncomfortable chairs, or should he have some comfortable, attractive spots where students can relax and enjoy reading for pure pleasure? Does he accept the responsibility of giving students an introduction to broad cultural and social education in addition to giving them assistance in preparing assignments for prescribed courses? Answers to these questions and to many related ones must be found if the library building is to serve as a vital and inspiring center of learning, and the answers to these questions must be made intelligible to the architect who will use them as his guide lines in drafting the plans for the library building.

In answer to the first question, I would not basically change the plan of our building, even though we have 1,600 students, four times as many as were here eight years ago. Why? Because we still draw our students from the same sources as to background and with the same needs as persons. Our facilities for study and research are still quite adequate. The needed expansion is around the circulation desk and in the Student Lounge and in the Faculty Lounge. We also need classrooms and offices for the use of a library science department, since we hope to add library science courses to our curriculum this year. Luckily expansion space was incorporated in our plans originally, so that the cost of these additional quarters can be kept low and the work can progress without too much disruption of the main library and its service.

In answer to the second question, I can say with modest pride that we not only anticipated the academic needs of our clientele and provided for them most generously, but we also provided the facilities and equipment that has enabled us to give our students broad cultural and social advantages. The often expressed appreciation and gratitude for these extra services has been most rewarding. Since our college is far removed from a metropolitan center where our students would have the opportunity to supply these things on their own, we have more than the average obligation to bring these advantages to them, and the library building was a natural center for such services.

There are some physical or engineering features that I do not like about our building and I would most certainly change them if it were possible. I would not have radiant heat in this climate. I would have more natural ventilation in some areas of the building. An Otis elevator is badly needed. The servicing of a cheaper elevator has already cost far more than the original cost of an Otis. The location of the librarian's office is excellent but its size is unworthy of our building and is inadequate for the needs of the librarian. At present the ordering and cataloging services are too far separated, but by the time an order librarian can be added to the staff

these functions can be united in adequate quarters. The booklift has been a total loss since it was made to be hand-drawn instead of being electrically operated. This was the height of false economy.

And why the Lounges? Every effort was made in the planning of our building to make it as comfortable and attractive as possible to our young people. In this day of terrific competition and many distractions it is highly necessary that we meet this problem head on. The Student Lounge was one of our efforts to entice the students into the library with the hope that by giving them easy access to current magazines, newspapers, new books, listening machines where they could listen to fine music, hear the voices of contemporary poets reading their poetry, even teach themselves a foreign language through the medium of recordings, they would discover rich resources of self-education. These ideas have proved so fruitful that we have plans now to double the size of this Lounge. The Faculty Lounge and adjoining roof garden is one of the three special features of our building designed for the comfort and happiness of our faculty. To the shelving in this room is transferred every two weeks a collection of new books. This enables the faculty not only to examine new books which they have requested, but it serves to give them an over-view of all acquisitions before they are scattered in the stacks. This Lounge also serves as a place where huge crowds of students or visitors can be entertained at a tea or reception. Traffic lanes have been planned so that they will not cross and the movement of guests can be facilitated. Faculty members are permitted to entertain privately in this room. This area does not afford a country club or hotel where our faculty can entertain away from their homes, and this Lounge has been of great service to them. Students also use this Lounge at times for meetings of certain organizations and for needed social occasions. The small lounge on the ground floor of our building serves many purposes. Our President uses it on special occasions as a place for meeting visiting speakers when a banquet is in progress in the nearby Gallery. School officials use it for an interviewing room when they come to talk to our seniors about possible positions in their schools. On several occasions this room has been used as a first-aid center when somebody has become ill in the building and a comfortable place is needed for them to be cared for until the college nurse or doctor can attend them.

The Gallery has proved to be a great asset to our college. Many outside organizations in this area have used it as a place where a luncheon or banquet can be held. All of the equipment has been provided to serve as many as three hundred people in the Gallery. Since our college is not only out in the country but is also off the main artery of highways, we need to draw people to us by making this facility available to them. This has become a popular center for professional and industrial groups to meet and thus has become our most important public relations center. Our students have also found it most useful for large banquets, professional meetings, and many social events. The cinemascope movies which are run every Thursday have made it possible for the library to offer the faculty movies which tie in with many courses. These movies also serve to entertain our students with a much superior type of film than they would see at the small theatres and drive-ins. As a big exhibition center the Gallery has inspired faculty members to pro-

duce many impressive types of creative work in their classes. The Music Department has found this hall to be a very satisfactory place in which to hold concerts. All in all the Gallery has proved to be one of the most important centers on our campus.

If our library building could be re-planned today, now that we have four times as many students as we had eight years ago and with the anticipated growth of 4,000 within the next ten years, a number of areas in our building would take on larger proportions. Basically, however, the plan would not be changed because our program would be the same. The worth of our program has been proved many times over, and since a building is essentially a stage especially designed for that program, our present plan would remain intact. Fortunately, expansion was anticipated and properly provided for in the original planning and the basic structure of several areas was prepared for that purpose. To sum all of it up, a new look at our library building means for the most part that the new look remains the same as the first look.

## APPENDIX A

### REGISTRANTS

Adams, Charles M.  
Woman's College of the  
University of North Carolina  
Greensboro, N. C.

Alexis, D. C.  
College of William and Mary  
Williamsburg, Va.

Austin, Neal  
Public Library  
High Point, N. C.

Baity, Miss Hazel  
Meredith College  
Raleigh, N. C.

Barnett, William H.  
Stevens & Wilkinson  
Architects and Engineers  
Atlanta, Ga.

Bennett, Miss Doris  
Jacksonville State College  
Jacksonville, Fla.

Bird, Sara P.  
Winthrop College  
Rock Hill, S. C.

Brender, Betty  
Macon, Ga.

Brimm, H. M.  
Union Theological Seminary  
Richmond, Va.

Brown, Mrs. Helen  
St. Mary's Junior College  
Raleigh, N. C.

Buchanan, Virginia W.  
Montreat-Anderson College  
Montreat, N. C.

Butler, Charles E.  
Longwood College  
Farmville, Va.

Byers, Mrs. Edna H.  
Agnes Scott College  
Decatur, Ga.

Caldwell, C. P., Jr.  
Roanoke College  
Salem, Va.

Callaghan, Chad  
Smyrna, Ga.

Cash, Annabeth  
Montevallo, Ala.

Cheney, Frances Neel  
Smyrna, Tenn.

Christine Mary, Sister  
Louisville, Ky.

Coffee, Elizabeth  
Piedmont College  
Demorest, Ga.

Coleman, Mrs. Elinor W.  
Roanoke College  
Salem, Va.

Cooper, Grace  
Statesboro, Ga.

Copeland, J. Isaac  
George Peabody College  
Nashville, Tenn.

Councill, Mrs. Mildred S.  
Mount Olive Junior College  
Mount Olive, N. C.

Cousins, Paul M., Jr.  
Emory University  
Atlanta, Ga.

Crowder, Thomas E.  
Emory University  
Atlanta, Ga.

Dacus, Ruth  
Florence State College  
Florence Ala.

Davis, Mrs. W. L.  
Mary Baldwin College  
Staunton, Va.

Detro, Randall A.  
Nicholls College  
Thibodaux, La.

Dunwody, Eugene Cox  
Architect, Inc.  
Macon, Ga.

Dunwody, W. Elliott  
Architect, Inc.  
Macon, Ga.

Eaves, Edna Brown  
Mars Hill College  
Mars Hill, N. C.

Eury, William L.  
Appalachian State Teachers College  
Boone, N. C.

Eustis, Mrs. Emily Peebles  
Asheville Biltmore College  
Asheville, N. C.

Ferrell, Mrs. J. E.  
Mary Baldwin College  
Staunton, Va.

Forbis, Yates  
Consolidated Presbyterian College  
Laurinburg, N. C.

Garrard, Nell  
Cherokee County Public Library  
Gaffney, S. C.

Givens, Miss Johnnie  
Austin Peay State College  
Clarksville, Tenn.

Gray, Walter  
Atlantic Christian College  
Wilson, N. C.

Grier, Paul L.  
Hampden-Sydney College  
Hampden-Sydney, Va.

Hagan, Helen  
Emory University  
Atlanta, Ga.

Harkins, William G.  
University of Florida  
Gainesville, Fla.

Hillard, James M.  
The Citadel  
Charleston, S. C.

Hinton, Mrs. Elizabeth  
Limestone College  
Gaffney, S. C.

Holder, Mrs. Elizabeth  
Brevard College  
Brevard, N. C.

Holland, Mrs. Sarah B.  
Judson College  
Marion, Ala.

Hoover, Ferne R.  
Madison College  
Harrisonburg, Va.



Hughes, Mrs. Adrian  
Birmingham-Southern College  
Birmingham, Ala.

Ivey, Ernest D.  
Architect  
Atlanta, Ga.

James Ellen, Sister  
Nazareth College  
Louisville, Ky.

Jesse, William H.  
University of Tennessee  
Knoxville, Tenn.

Kellam, Porter  
University of Georgia  
Athens, Ga.

King, Edna  
Marion College  
Marion, Va.

Kraus, Joe W.  
Madison College  
Harrisonburg, Va.

Kuhlman, A. F.  
Joint University Libraries  
Nashville, Tenn.

Lentz, Mrs. Shannon  
Florence State College  
Florence, Ala.

Lord, Anthony  
Architect  
Asheville, N. C.

Lyle, Guy R.  
Emory University  
Atlanta, Ga.

McDonald, Henry C.  
Brevard, N. C.

McFerrin, J. B.  
Union College  
Barbourville, Ky.

McMullan, T. N.  
Louisiana State University  
Baton Rouge, La.

Mathis, Mrs. W. S.  
Guilford College  
Guilford College, N. C.

Melson, Mrs. Davis P.  
LaGrange College  
LaGrange, Ga.

Metcalf, Keyes D.  
Belmont, Mass.

Miller, Ira E.  
Eastern Mennonite College  
Harrisonburg, Va.

Nelson, Vanda  
University of Tampa  
Tampa, Fla.

Pegram, C. M., Jr.  
Myrtle Desk Co.  
High Point, N. C.

Powell, Benjamin E.  
Duke University  
Durham, N. C.

Price, Anna  
Montreat College  
Montreat, N. C.

Pullen, William R.  
Georgia State College  
Atlanta, Ga.

Rather, John C.  
Chevy Chase, Md.

Reagan, Agnes L.  
Emory University  
Atlanta, Ga.

Regulus, Homie  
Fort Valley State College  
Fort Valley, Ga.

Sellers, Ezra  
LaGrange College  
LaGrange, Ga.

Servies, James A.  
College of William and Mary  
Williamsburg, Va.

Shook, Zeb V.  
Appalachian State Teachers College  
Boone, N. C.

Showalter, Grace  
Eastern Mennonite College  
Harrisonburg, Va.

Smith, Gladys M.  
Winthrop College  
Rock Hill, S. C.

Smith, Hal  
East Tennessee State College  
Johnson City, Tenn.

Snow, Mrs. Lucile D.  
Roanoke College  
Salem, Va.

Stewart, Alva W.  
Methodist College  
Fayetteville, N. C.

Taylor, Marion  
Emory University  
Atlanta, Ga.

Thompson, Charlotte Anne  
University of Tampa  
Tampa, Fla.

Thornton, David F.  
Roanoke College  
Salem, Va.

Toubman, Raymond  
Oglethorpe University  
Atlanta, Ga.

Vaughn, Silas M.  
Consolidated Presbyterian College  
Laurinburg, N. C.

Watson, Douglas  
Columbia Bible College  
Columbia, S. C.

Whitman, A. A.  
Jacksonville State College  
Jacksonville, Ala.

Woodward, F. G.  
Austin Peay State College  
Clarksville, Tenn.

Young, Ruth H.  
Wesleyan College  
Macon, Ga.

Zachert, Mrs. Martha Jane K.  
Southern College of Pharmacy  
Atlanta 3, Ga.

## APPENDIX B

### COLLEGE AND UNIVERSITY LIBRARIES LIBRARY BUILDING PLANNING

#### SELECTED AIDS

By EDNA HANLEY BYERS

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 McCoy, R. E. Ordeal of a university library. *il. Lib J* 85:1729-34 My 1 '60

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Maxfield, D. K. University of Illinois library, Chicago undergraduate division. (In Amer. lib. assoc. Assoc. of coll. & ref. lib. Buildings committee. Fifth and sixth library building plans institutes p. 146-53)

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Sikes, Fredonia. Library is hub of the campus. Pioneer 21 no. 1:6-9 Ja-F '58

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Watson, E. P. Remodeled library building at Northwestern state college of Louisiana. C & R L 20:210-11 My '59

- - - Integrated remodeling. il. Lib J 83:3377-80 D 1 '58

- - - Russell library Northwestern state college. La Lib Assn Bul 102-3 Fall '58

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Smith, S. B. New L.S.U. library in action. C & R L 20:194-6+ My '59

- - - Books vs. football. Lib J 83:3360-62 D 1 '58

- - - New library at Louisiana state university. La Lib Assn Bul 22:41-3 Summer '59

Louisiana. State univeristy. Library. Presenting the Louisiana state university library. The library '58 13p. il. plan

McMullan, T. N. Louisiana state university library, Baton Rouge. (In Amer. lib. assoc. Assoc. of coll. & ref. lib. Buildings committee. Fifth and sixth library building plans institutes p. 146-53)

Louisville. University, Louisville, Ky.

University of Louisville library planned for efficient control. il. Arch Rec 123:374 My '58

Creese, W. A library like a supermarket. Louisville Courier-Journal Magazine F 3 '57 p. 12-19. il.

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Maryland. University. College Park.

Rovelstad, H. More library for your building dollar. il. C & R L 20:189-93 My '59

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Central Michigan College. il. Mich Libn 25:21-2 Je '59

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Towne, J. E. Reading use increased from first day in new library at Michigan State. Pioneer 19:1-7 S-O '56

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Wagman, F. H. Undergraduate library of the University of Michigan. C & R L 20:179-88 My '59



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Keniston, R. Circulation gains at Michigan. il. Lib J 83:3357-9 D 1 '58
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Brackett, T. and Tracy, S. P. University of New Hampshire library. (In Amer. lib. assoc. Assoc. of coll. & ref. lib. Buildings committee. Fifth and sixth library building plans institutes p. 7-17)  
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- - - New Library for the U. N. H. il. North Country Lib 2:10-12 F '59
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Eastern New Mexico university. Library. il. Plan Eastern New Mexico University Bulletin p. 23 O '57
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Wilcox, J. K. New City college library. Lib J 81:614-15 Mr 1 '56  
- - - Cloister in a big city. Pioneer 21 no. 5:8-12 S-O '58
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Kraemer, R. F. North Central college library. ILA Rec 10:33-4 O '56
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Highfield, A. S. Magnet for learning. Pioneer 23 no. 2:14-15 Mr-Ap '60
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Nicholson, J. B. Kent state adds to library. Lib J 81:2811-12 D '56  
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McAnally, A. M. U. of Oklahoma library expands. Lib J 81:2804-6 D 1 '56  
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Gilley, R. E. Memorial library. il. plan Ill Lib 39:333-6 N '57

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Martin, D. University of Portland. il. Lib J 84:3733-4 D 1 '59

Ottawa university, Ottawa, Kansas.

Hutchinson, W. L. Custom built for needs. Pioneer 20 no. 2:4-7 My-Je '57

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Hall, V. New college library meets basic requirements of sound planning.  
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Jones, J. V. Proposed Pius XII memorial library at St. Louis university.  
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Negerbon, V. St. Francis serves students Lib J 82:3063-65 D 1 '57

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Shoniker, F. R. Serving students on several levels Lib J 83:3365-66 D 1  
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Dollen, C. Room for growth. il. Lib J 83:3355-6 D 1 '58

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Cassell, S. K. and Robb, S. Virginia Tech's Carol M. Newman library. (In Amer. school and university. 1957-58 v. 1:339-44)

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Thompson, D. E. Wabash college to construct new library. Lib Occ 19: 27-8 Je '57

- - - - In the works at Wabash. il. Lib J 82:3059 D 1 '57

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Lohn, P. Wartburg college. il. Lib J 84:3731-2 D 1 '59

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Hall, S. E. Washburn's library appeals to town and campus. Lib J 81: 2813-14 D 1 '56

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- Wyoming. University, Laramie.  
 Bauman, C. H. Wyoming goes modular. il. Lib J 84:3717-19 D 1 '59

## APPENDIX D

### DATA NEEDED TO PLAN A NEW COLLEGE LIBRARY

By A. F. KUHLMAN

The new college or university library building that is to be planned should meet the instructional, research, and public service requirements of the institution to be served for the next twenty-five years or more. To plan the spatial and functional requirements and relationships of such a building wisely requires data suggested by the following questions:

I. Seating capacity in reading rooms and individual study spaces depends upon enrollment and methods of instruction. What is the probable enrollment for which provision should be made from the standpoint of seating, reading room and other study facilities? This enrollment should be broken down as to:

- A. Undergraduate liberal arts
- B. Graduate liberal arts
- C. Professional—by schools
  - 1. Undergraduate
  - 2. Graduate

A study of enrollment for the past thirty-year period should be helpful. Give enrollment at five-year intervals from 1930 through 1950 and annually beginning with 1951.

D. Has the institution any definite policy with reference to limiting its enrollment? If so, what is it? The 1950 college enrollments are expected to double by 1965. Seating should be provided for 25 to 30% of students.

E. What other seating or study spaces are available on the campus in the dormitories, student union, or classroom buildings?

II. To what extent is it planned that the new library building will meet the total library requirements of the college?

A. Can it be so centrally located that it will be reasonable to depend upon it even in the laboratory sciences and also for all professional schools? Will it be near enough to these laboratory sciences (especially biology, chemistry, and physics) so that research men can use it satisfactorily?

B. Can all library resources and services be centralized?

III. What is likely to be the distribution of the undergraduate student body as to subject fields, that is, majors? Students enrolled in the natural sciences make only limited use of the library while in the social sciences and humanities considerable library usage is possible.

IV. Do the educational objectives and teaching methods of the college presuppose heavy library usage? If so, in which subjects? By what methods? 1) reserve reading—closed or open shelf; 2) individual directed study?

V. What kind of reading, study, and reference rooms will be best adapted to the attainment of instructional objectives?

One recent trend has been to plan specialized divisional reading and reference rooms for such broad subject areas as: the social sciences, the humanities, the biological sciences, and physical sciences. This calls for perhaps too large a public service staff. Should reference material and services be centralized?

A. Should a browsing room be provided?

B. Is there need for separate reading rooms for any professional school in the building?

VI. How much, if any, provision should be made in the new building for graduate students in the form of individual study spaces? What is the distribution of graduate students by majors?

VII. How much, if any, provision should be made for faculty research studies?

VIII. What is the best available site for the building—that is commanding, central with reference to future classrooms and spacious enough for expansion of the library building if necessary? The site should be as near the center of student life as possible—nearness to student union building and dormitories should be considered.

IX. Should provision be made in the new library:

A. For a small auditorium?

B. For music audition (phonograph) rooms?

C. For a microphotographic laboratory?

D. For a rare book (Treasure) room and/or special collections?

E. For small student conference rooms?

F. For conference rooms for faculty members with students?

X. Should any seminar rooms be provided in the library for graduate classes? In general, classrooms should not be planned in a library because of the noise and distraction involved in having large numbers of students come into and leave the library for class purposes at the beginning and end of class periods.

XI. For how large a book collection should bookstack provision be made immediately and ultimately when the building is expanded, if expansion should become necessary?

A. Present size of book collections?

B. At what rate has it grown? Give size of collection at intervals of five years 1930 through 1950 and annually since 1951.

C. Would it be wise to house old or little used books in compact storage in the new building or elsewhere?

XII. Is a policy of open bookstacks favored? If so, will the building be placed in such a position as to make possible a single main entrance to the library building, at which books can be checked? Is a stack area desirable? Can the circulation desk be placed at main entrance?

XIII. How large a library staff is planned to serve the major functions of the library—public service, acquisition, cataloging and classification. What provision is planned for periodicals and government documents?

XIV. Are there any problems peculiar to the college that have library implications?

XV. How much money is available for the project:

A. For the construction of the building? Is full air conditioning planned? Are services of an air conditioning engineer provided?

B. For shelving? Is wood or metal shelving preferred for reading rooms?

C. For technical library furniture (circulation desks, card catalogs, etc.)?

D. For reading room tables and cubicles and chairs?

E. Costs can be held down somewhat by planning ceiling heights at about eight feet.

## APPENDIX E

### LIBRARY

ST. ANDREWS PRESBYTERIAN JUNIOR COLLEGE  
LAURINBURG, NORTH CAROLINA

### BACKGROUND

St. Andrews Presbyterian College is new in name and campus only. Its history dates back to 1872. This uniqueness comes about through the merger of three existing North Carolina institutions—Flora Macdonald College in Red Springs, Peace College in Raleigh, and Presbyterian Junior College in Maxton. St. Andrews College is coming into being on a splendid 838-acre tract of land just south of Laurinburg. A 65-acre lake bisects the new campus. Eighteen buildings are now planned with the residential and student life units lying on one side of the lake and the administrative and instructional units on the other. A causeway joins the two areas.

The beauty of the campus will not be marred by unsightly poles since



utilities and telephone lines will be underground. All buildings will be ramped and/or have elevators for use of paralytic students. All buildings except the gymnasium will be completely air conditioned.

#### ENROLLMENT

It is anticipated that enrollment on opening day in September, 1961, will be approximately 750 students. Six hundred of these are expected to be resident students. We estimate that 60% will be women and 40% men. The first complex of buildings is being designed to care for 1,200 students except for the dormitories. This enrollment may be reached in seven to ten years. The ultimate size has been agreed on as 2,000 resident students and 400 day students. An overall campus layout has been studied with this in mind and utilities have been planned accordingly.

#### SITE, ARCHITECTURE, AND COST

The library building is considered one of the most important buildings on our campus and is to be located near the center. You will notice that it stands in probably the most desirable spot on the academic side of the lake. It enjoys one of the most commanding views of the lake and is in the direct line for the flow of traffic from the student resident side to the academic side.

It will be of contemporary architecture as will all buildings on the new campus. The architect has won a national award for his campus planning. Materials to be used are primarily concrete, aggregate panels, and glass.

The estimated construction cost is \$350,000, furnishings \$35,000, and an estimated operating budget of \$34,200.

#### THE LIBRARY PLAN

The plans for the library are still being studied by the architects, the librarian, and the administration of the college. The plans presented here today are not final. They are subject to change.

##### FIRST BUILDING PHASE

The total enclosed area of the building will be 16,384 square feet. This is distributed over a ground floor, a second floor, and a mezzanine. The seating capacity is 244+. The stack area will hold approximately 59,000 volumes.

On the ground floor we are planning for:

- a) Concentration of greatest noise and activity area away from the study areas.
- b) Circulation desk located for maximum control of accessess.
- c) Large lobby to take care of traffic flow to and from stairways, through main entrance, activity around circulation desk, and sufficient work area around the card catalog.
- d) Small reserve reading room to allow for study on this level.
- e) Office and work space.
- f) Service entrance and elevator strategically located for flow of books and supplies in and out and up and down.
- g) Provision for small staff lounge, storage closet for supplies, a janitor's closet, and staff rest rooms.

The second floor which is really the main floor of the building is planned for:

- a) Large reading area with shelving for reference collection.
- b) Browsing area with shelving and stands for periodicals and newspapers.
- c) Reference station for librarian and/or student assistant.
- d) Conference room.
- e) Stacks with carrels.
- f) Storage.
- g) Student rest rooms.
- h) Storage area for periodicals, provision for microfilm storage and viewing.

On the mezzanine we plan for:

- a) Reading area broken into small units by standing shelves. Here will be housed the special reserve collections.
- b) Reference station for student assistant.
- c) Conference room.
- d) Stacks with carrels.
- e) Faculty studies.

#### SECOND BUILDING PHASE

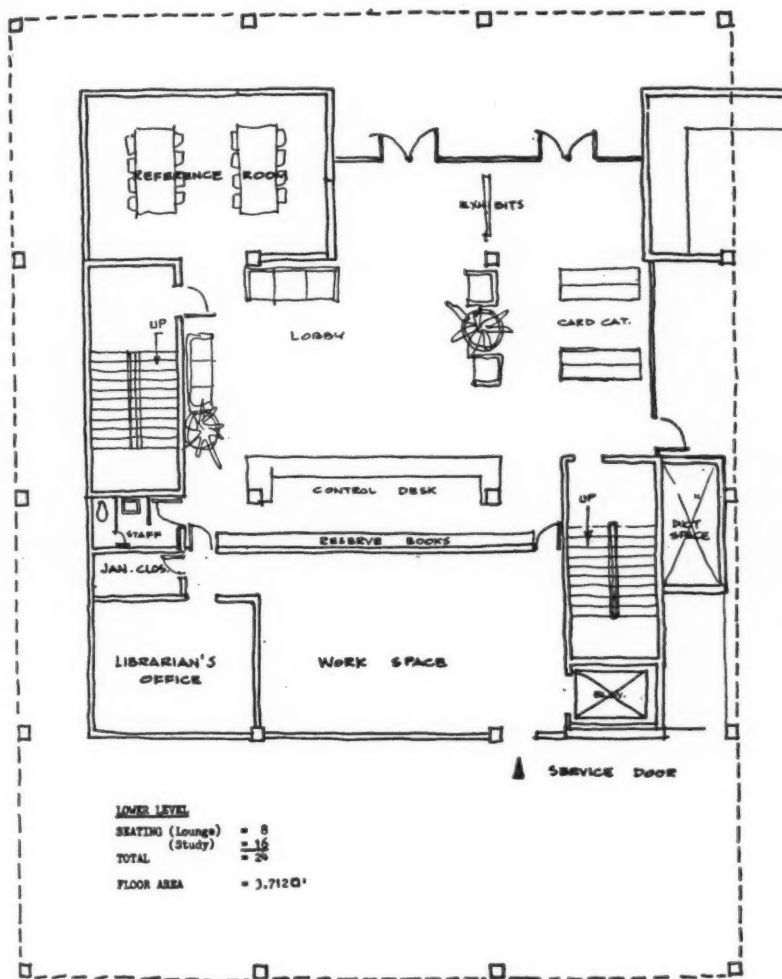
As you will quickly notice on the floor plans, this is a much improved layout though it is only tentative, too. The total space is now 36,004 square feet with a seating capacity for 605+. The stack area is being enlarged to hold approximately 123,000 volumes.

With this enlargement on the ground floor, we expect to have a freshman and sophomore reserved reading area, an expanded catalog area, an acquisition department, and a larger shipping and receiving area. We anticipate moving the reference room, periodicals area, and browsing area from the second floor.

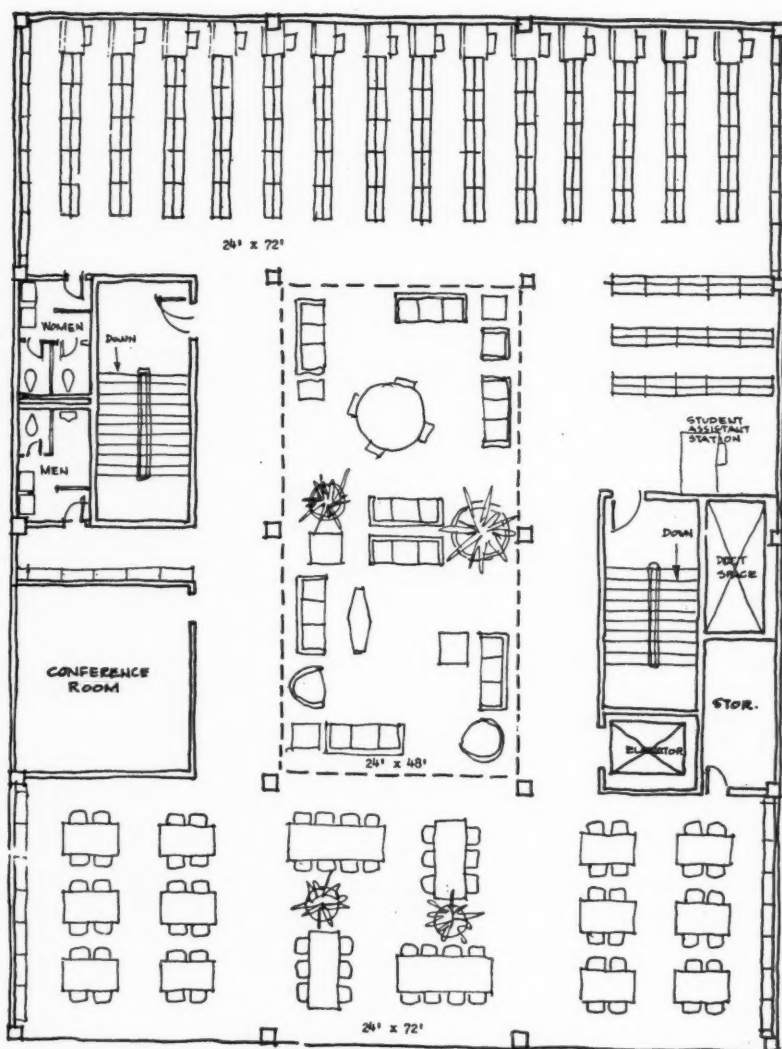
The second floor should now care for an expansion of stacks, carrels, main reading room, and lounges. Additions on this floor should be a map room, a special collection room, a conference room, and several faculty study rooms.

On the mezzanine we will have further expansion of stacks, carrels, and broken reading areas. Again, the additions should be faculty study rooms, lounges, and a microfilm viewing area.

# FLOOR PLANS



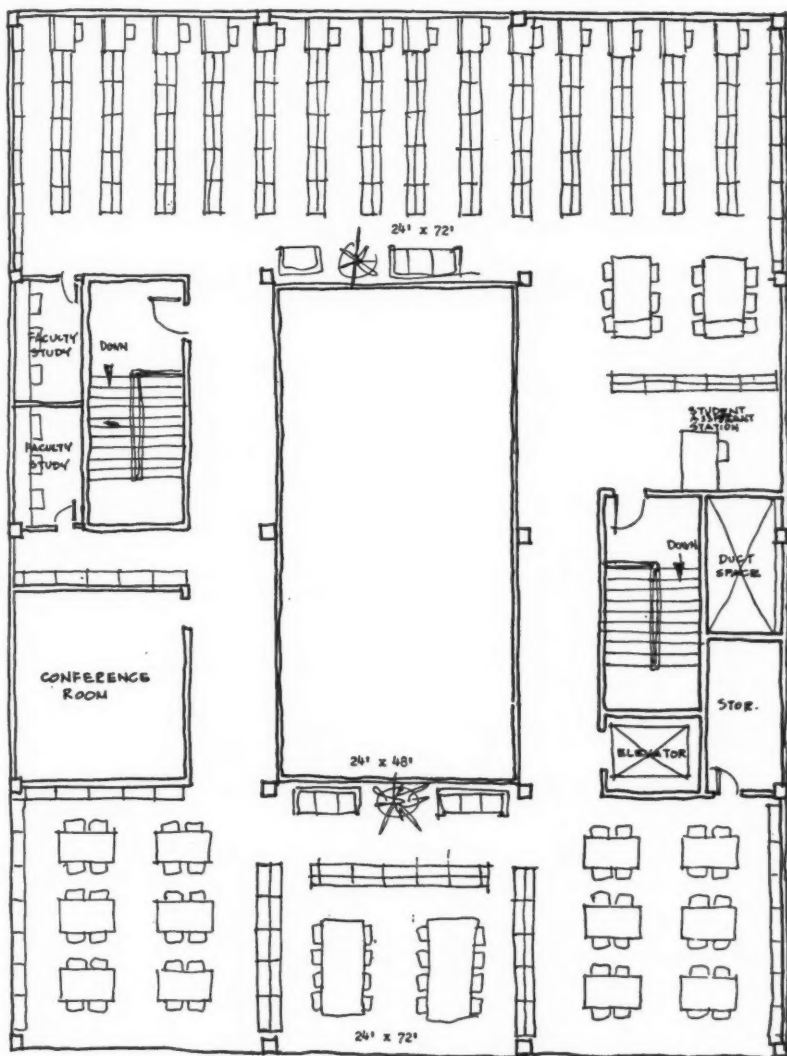
LOWER LEVEL PLAN (1)  $\frac{1}{8}" = 1'-0"$



CARREL SEATING = 14  
 LOUNGE SEATING = 30+  
 STUDY SEATING = 76  
 TOTAL = 120 seats

STACK CAPACITY = 27,600 Vols.  
 AREA OF FLOOR = 6,912 sq. ft.

MAIN STACK LEVEL (2)  $\frac{1}{8} = 1'-0"$

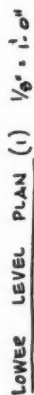


CARREL SEATING = 14  
 LOUNGE SEATING = 10  
 STUDY SEATING = 76  
 TOTAL = 100 seats

STACK CAPACITY = 31,500 Vols.  
 AREA OF FLOOR = 5,760 sq'

MEZZANINE LEVEL (3)

$\frac{1}{8}'' = 1'-0''$



FLIGHT AREA 10,000 sq'

TOTAL \$4.97. FOR BINDER  
\$74.00 LIBRARY (2,000 VOLUMES)

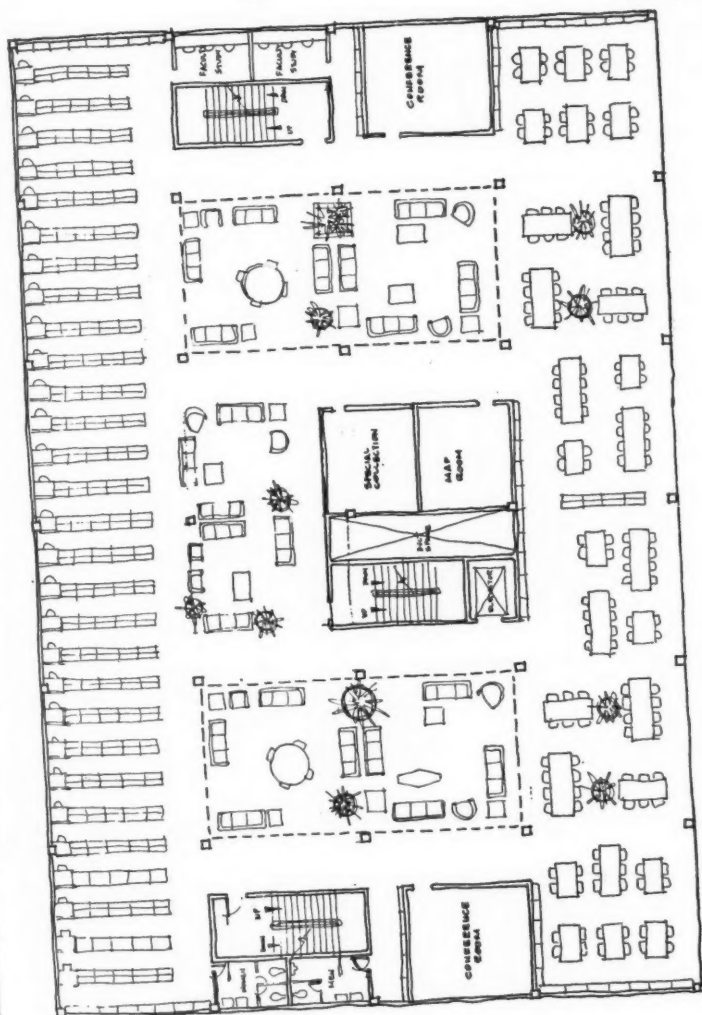
$$\begin{array}{r} 1) 18,640 \\ 2) 19,664 \\ 3) 11,328 \\ \hline 56,640 \text{ m}^3 \text{ (average area)} \end{array}$$

TRA.	STATUS	COUNTRY
1)	154	
2)	267	
3)	184	

1) INITIAL AMOUNT OF 100%  
DURING 1st PERIODIC MEET

**CONSCIOUSNESS DISSEMINATION COLLEGE**  
A. G. ODELL, JR. AND ASSOCIATES  
148 WEST 79th ST. NEW YORK, N. Y. 10024




$$\begin{array}{r} 9000 \\ + 6000 \\ \hline 15000 \end{array}$$

Capacity = 52,500 tons

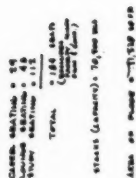
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**CONSOLIDATED PRESTITEMAN COLLIER**  
**A. G. ODELL, JR. AND ASSOCIATES**  
**ACCOUNTANTS**  
104 WEST TRAPE ST. CHAMBERS BLDG  
5



010

MAIN LEVEL PLAN (2)  $\frac{1}{8}'' = 1'-0''$

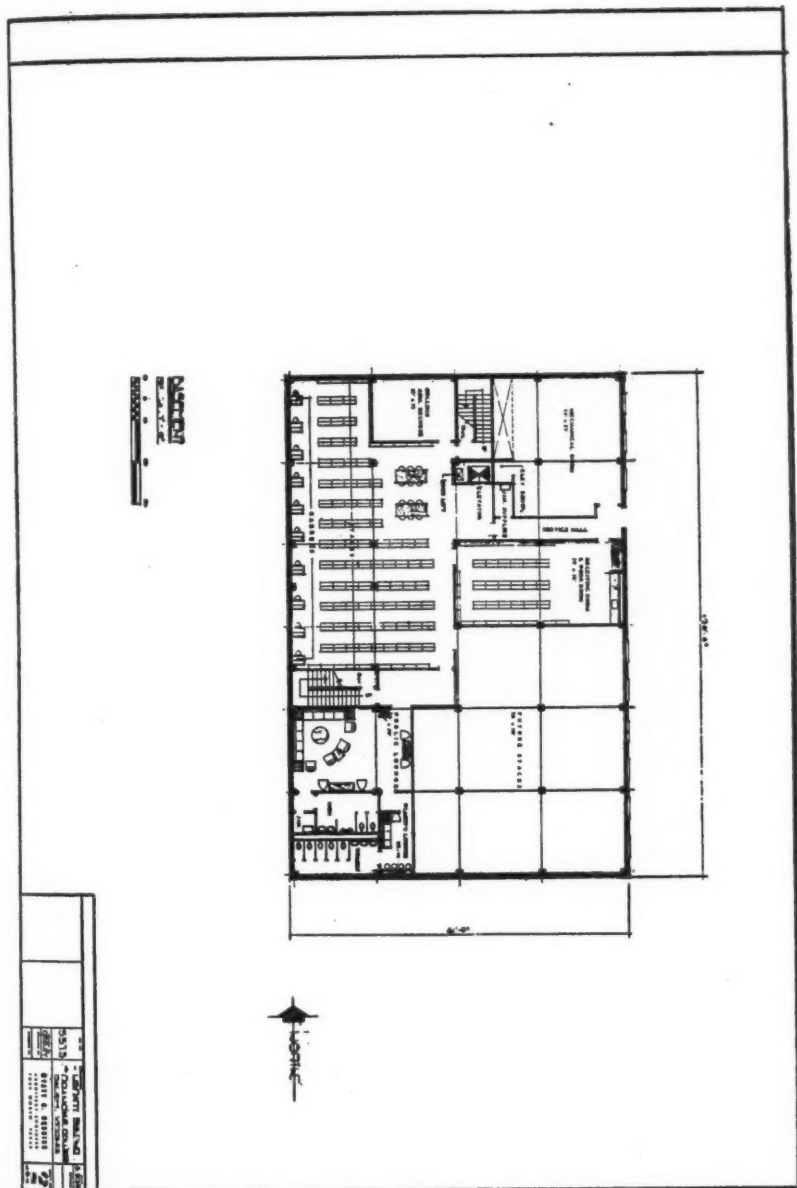


MEZZANINE LEVEL (S)      1/6" x 1'-0"

**A. E. COELL, JR. AND ASSOCIATES**  
ARCHITECTS  
140 WEST THIRD ST. CHICAGO, IL 60604

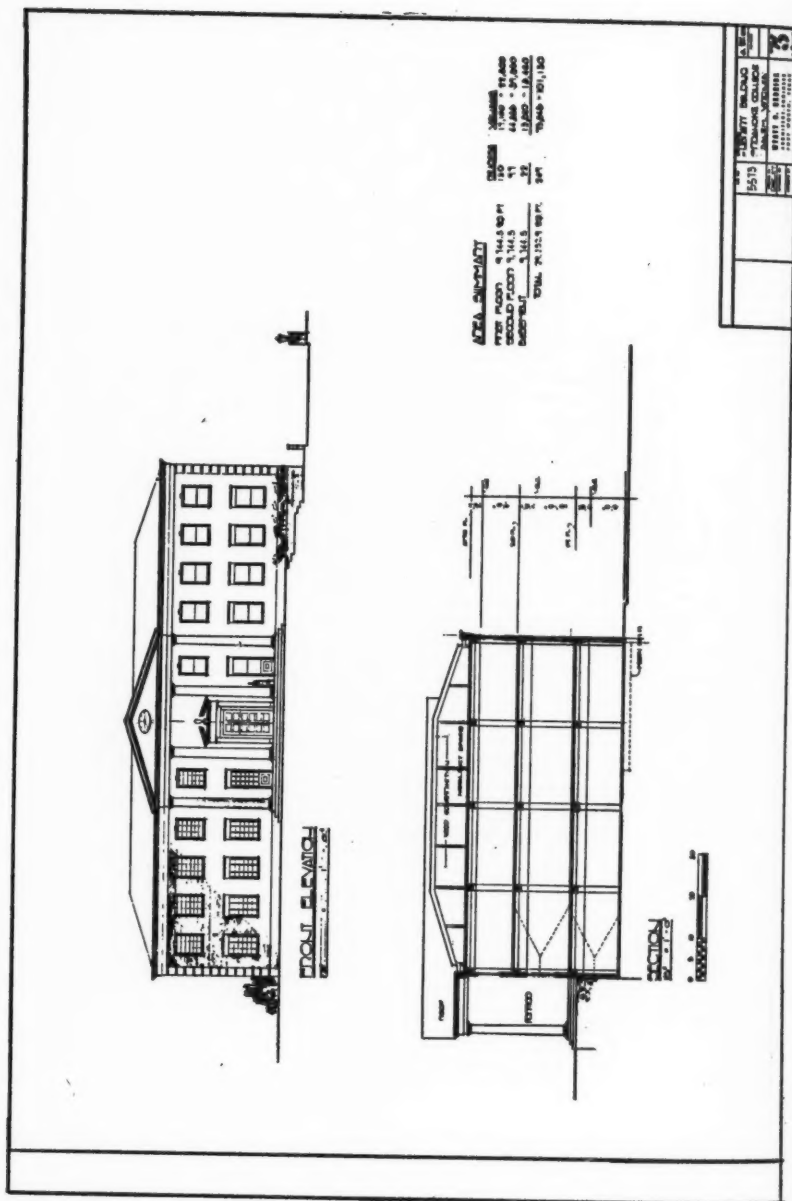
Page 10

APPENDIX F  
PLANS FOR THE  
ROANOKE COLLEGE LIBRARY  
Salem, Virginia







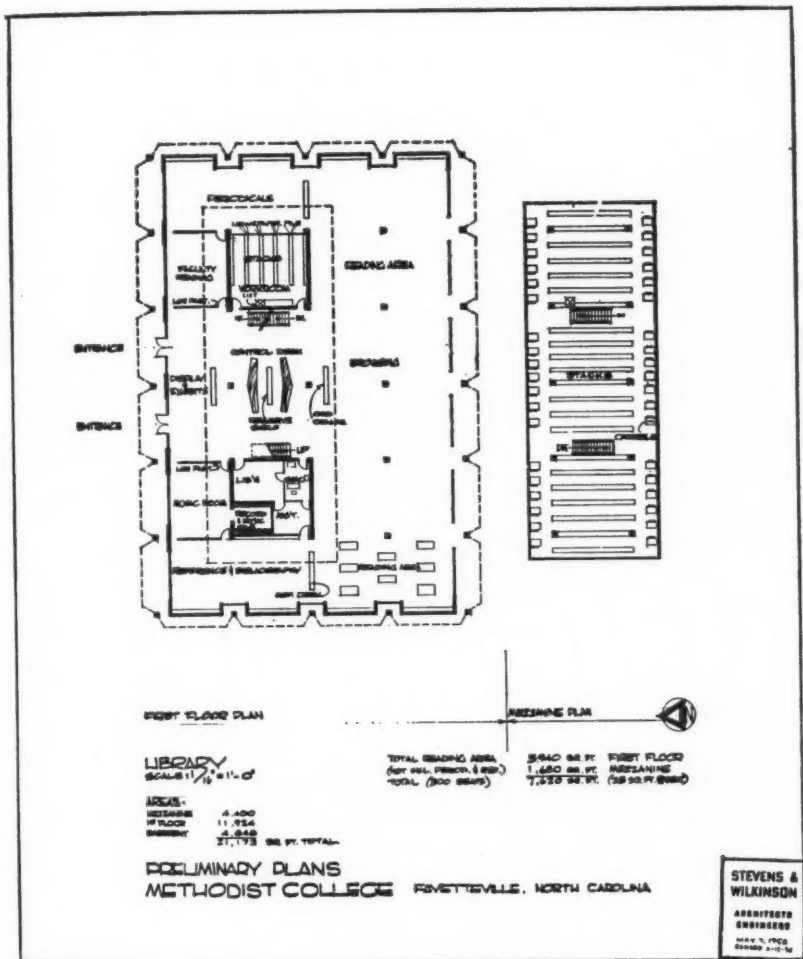


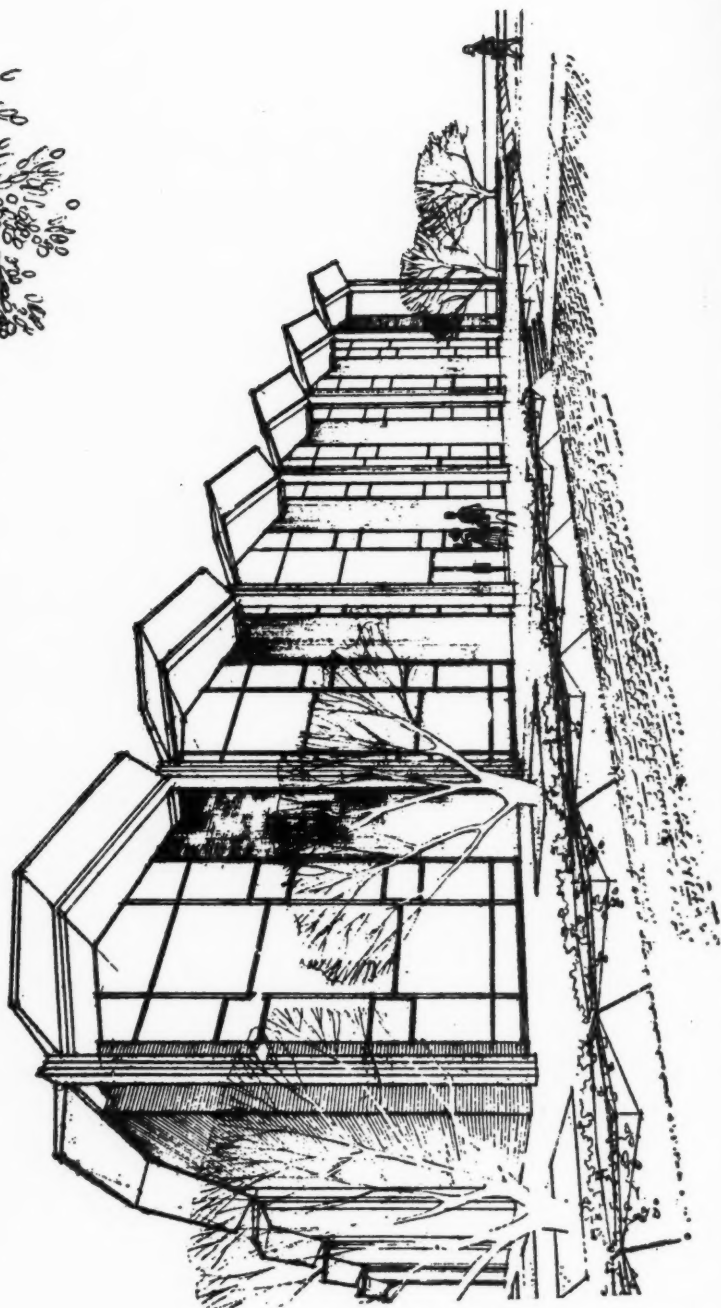
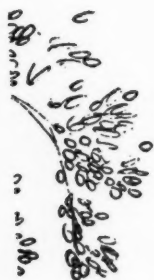


# APPENDIX G

## PLANS OF THE METHODIST COLLEGE LIBRARY

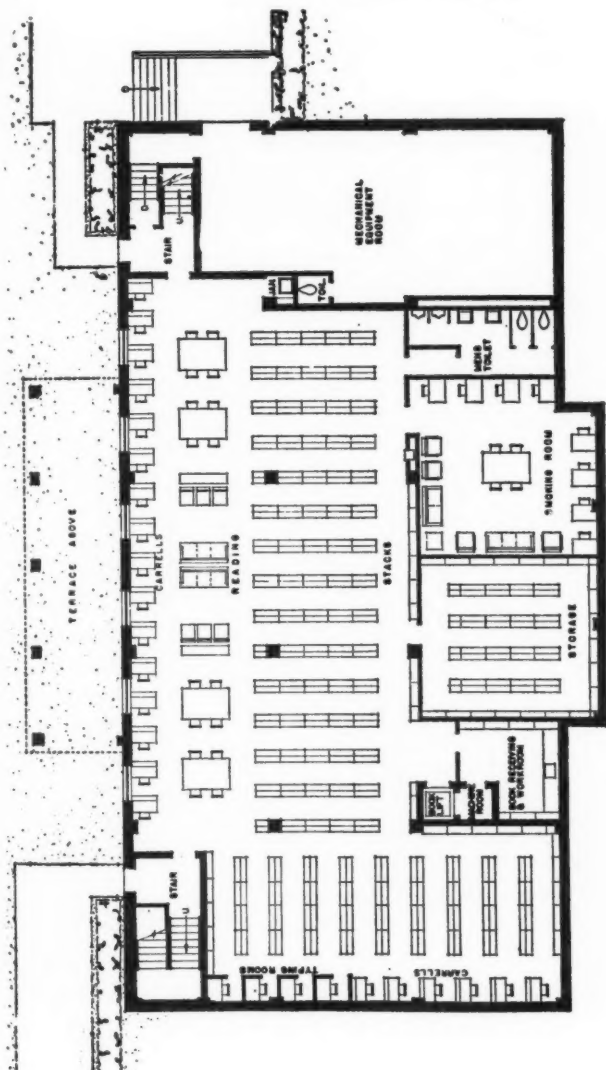
Fayetteville, North Carolina





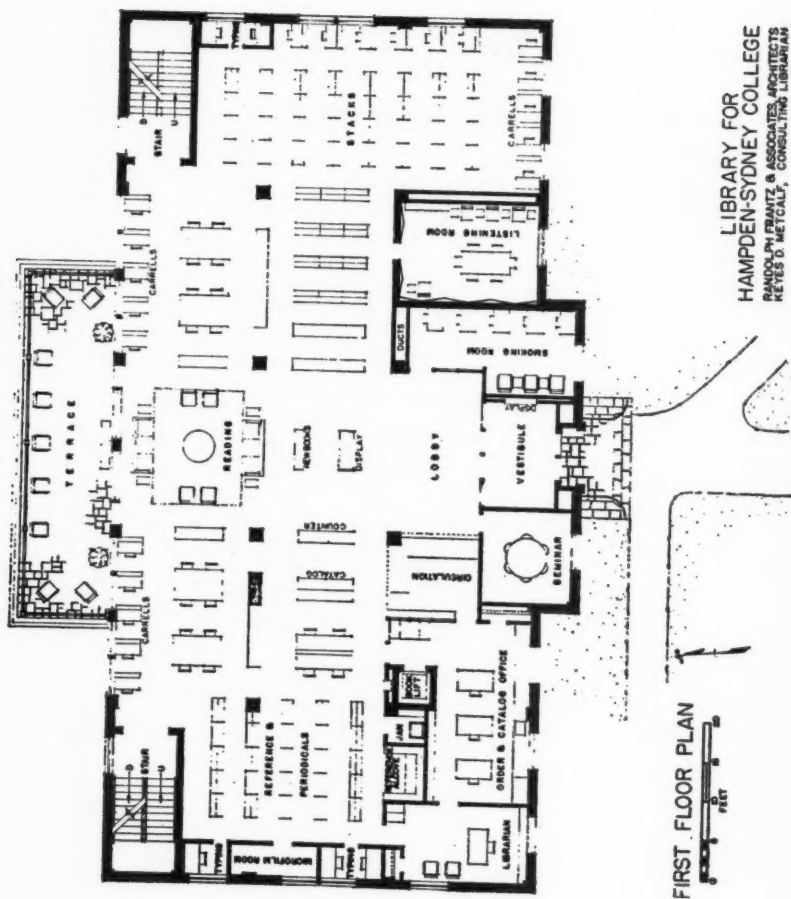
# APPENDIX H

## PLANS OF THE HAMPDEN-SYDNEY COLLEGE LIBRARY Hampden-Sydney, Virginia

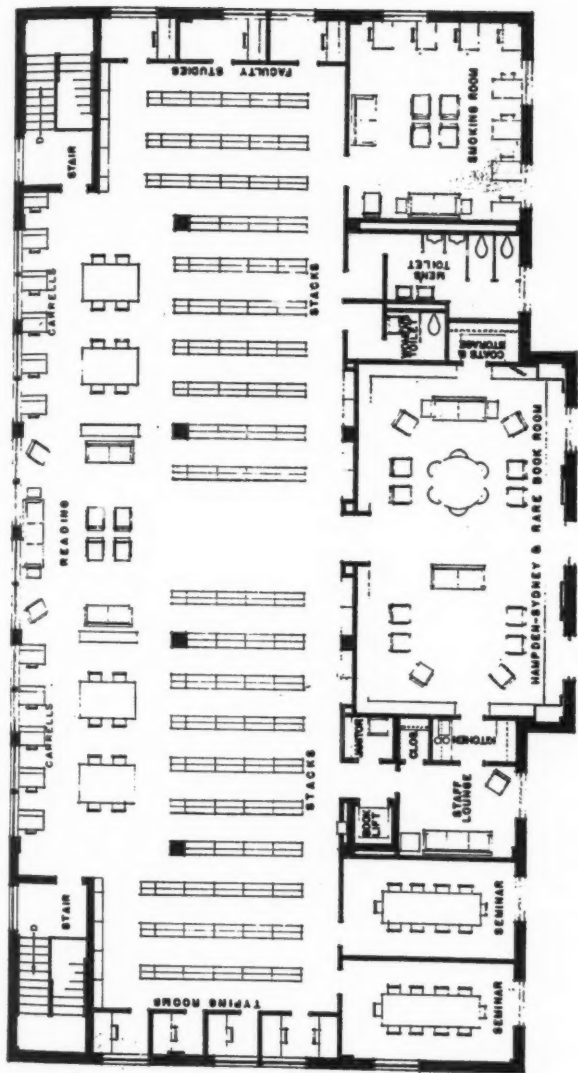


GROUND FLOOR PLAN

LIBRARY FOR  
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## B O O K S

Notes of books written by Southeastern librarians, published by Southeastern libraries, or about Southeastern libraries.

Marshall, John David, compiler. *Of, By, and for Librarians: Further Contributions to Library Literature*. Hamden, Conn., Shoe String Press, Inc., 1960. 335pp. \$7.00.

Recently published as the second library world anthology effort by Mr. Marshall, *Of, By, and for Librarians*, is the result of the interest shown in his earlier *Books, Libraries, Librarians*, published in 1955. Its completion was also hastened in appreciation of the numerous letters received by Mr. Marshall following the publication of an article by him in the February, 1958, issue of *Stechert-Hafner Book News*, entitled "To Anthologize or Not to Anthologize?"

This volume is divided into two major portions: Books and Libraries, and Librarians and Their Profession. The first of these divisions includes twenty-two articles by practicing librarians, deans, and professors of library schools, editors and publishers, a supreme court justice, a bookseller, a journalist, and an author. The vast majority of these selections were reprinted from professional, literary, and educational journals that pass across most librarians' desks from day to day, as well as portions of books and ALA pamphlets, but bear reprinting and gathering together in this format because of the subject matter included. The topics range from testimonials on book loving to current trends in reading to emphases in various library types.

The section on Librarians and Their Profession includes twenty articles ranging in issuance age from Melvil Dewey in 1876 to the present, and might well be categorized as a summation of the philosophy of librarianship. It is to be noted that not all of the selections are written in the serious philosophical vein, as evidenced by the inclusion of Gerhard R. Lomer's article from the *Canadian Library Association Bulletin* on "Some Occupational Diseases of the Librarian." For those neophytes considering the profession of librarianship, it is recommended that all or a major portion of these articles in this section of Marshall's book be examined, if for no other reason than to discover just what is being approached. For those already in the profession, it might be well to read or reread the articles for the purpose of personal identification.

It is not the compiler's intention that the current volume replace any of the systematic texts concerned with the profession, nor is it his intention to have approached completeness in compilation. It is to be seen, however, that the articles included do compare favorably with those interests, prejudices, and the like that reflect his own. Many readers will find themselves in accord with the expressed opinions of the writers included.

FORREST G. PALMER  
Director of Libraries  
Mississippi State University



Wilson, Louis R. *The Library of the First State University*. Chapel Hill, The University of North Carolina Library. 1960.

Rarely has one found in forty pages so much so well done! And was it not always true with whatever the author put his hand to? When I finished reading the pamphlet, I was amazed at the fullness and brevity of the work. I am reminded of the man who accompanied a long letter with an apology saying he would have written a shorter one if he had had time.

Dr. Wilson has used the acquisition of the one-millionth volume by the University of North Carolina as a splendid vehicle to tell us a fascinating bibliographical mystery story in chapter one, a history of the library in three swiftly following chapters and a sharply drawn blueprint of what ought to be done for the library in the future in the last chapter. With no intended deprecation of the many competent historians and librarians in Chapel Hill, it can easily be said that no one else could have written *The Library of the First State University* as well. The years from 1901 through 1932, when Dr. Wilson initiated and carried out so many new concepts of library development, were more significant than any similar sequence before or since. What he did during those years made possible all that has happened since. It is no wonder that in 1956 the library was officially named the Louis Round Wilson Library. In addition to its good fortune in having Dr. Wilson as active administrator for a long term, the University of North Carolina has had the benefit of his counsel and influence on many occasions since.

In the account Dr. Wilson has written he is remarkably self-effacing. He is there, but ever so modest. Take the great development in the acquisition

of notable collections, by gift or purchase; the formation of the noble Friends of the Library organization; the establishment of the School of Library Science and others too numerous to list; ask who did this or that. Since so many of those things happened between 1901 and 1932, the answer is very obvious.

All librarians have a fascination for building development, and next to buying books they would most rather be involved with a building planning problem. This is not to say they put buildings above staff in importance. The history of the housing of the library as told by Dr. Wilson makes a most interesting story, and rightly so since he has been intimately concerned with the last three homes of the library. The present home of the library was so carefully planned by Dr. Wilson that when the time came to expand in 1949 it presented no significant architectural problems.

It would be unfair not to refer again to the significance of any allusion to Dr. Wilson's mystery story in the first chapter. The publication of *The Library of the First State University* was one of several as a contribution to the celebration of the acquisition of the One-Millionth Volume by the Library of the University of North Carolina. In contemplating the one-millionth volume one naturally wonders about the very first volume acquired. "What was the first book acquired by the first state university library in America? What university library received it? What were the circumstances under which it was acquired? Where is it today? These are the questions asked by Dr. Wilson at the beginning of chapter one. The extended consideration given to the fourth question is a bit to whet the reading appetite of any librarian. It is enough to make the effort of ac-

quiring *The Library of the First State University* well worth it.

G. F. SHEPHERD, JR.

Assistant Director

Cornell University Libraries

Wells, William. *The One Millionth Volume*. Chapel Hill, University of North Carolina Library, 1960. 16p.

Taylor, George V. *Scholarship and Legend; William Henry Hoyt's Research on the Ney Controversy*. 37p. Reprinted from *The South Atlantic Quarterly*, Volume LIX, Summer, 1960.

North Carolina. University. Library. Humanities Division, Comp. *The Graduate School Dissertations and Theses. First Supplement, 1946-1959*. Chapel Hill, University of North Carolina Library, 1960. 371p.

In celebration of the acquisition of the one millionth volume by the Library of The University of North Carolina, this institution has issued these three publications. Each in its own way is significant and worthy of the unique occasion. For they individually illustrate book rarity, intensive individual research and a summary of scholarly knowledge and achievement, the very essence of the university library.

As described by Mr. Wells, the choice made for the millionth volume was a happy one indeed. It was a presentation to the library by the Hanes Foundation of John Gower's *Confessio Amantis*, a book made by the first English printer, William Caxton, in 1483.

Gower's long poetic allegory, summarizing many ancient and fourteenth century contemporary authors, itself indicates the availability to him of a well-stocked library of the time or at any rate, wide reading and a scholarly use of sources. His aim in explaining the problems of courtly love was

to provide a summary and an incentive toward the use of reason. Gower's book was written "for King Richard's sake," a worthy educational ideal.

Mr. Wells in describing "The Poet and the Poem, the Printer and the Book" continues with a delightful summary of Caxton's career up to the time of his making the selection for printing of the Gower work. He concludes with a description of this, the University of North Carolina Library's millionth book, 'Caxton-printed and Caxton-bound.'

The second publication here listed honoring this momentous occasion is a delightful exposition of the means and methods which led the New York lawyer, William Henry Hoyt, in pursuit of the legend of Peter Stuart Ney as Michel Ney, Marshal of France. Professor James W. Patton of the University of North Carolina provides the introduction to the article, explaining how Hoyt's researches in a North Carolina history projected by his great-grandfather led him to the reference that P. S. Ney was "not a Frenchman but a Scotsman by birth." From this intriguing statement made in a letter in the early nineteenth century, Mr. Hoyt was led to devote fourteen years to acquisition of materials, much correspondence, and travels in pursuit of the Napoleonic Marshal of France and the Scottish school teacher Peter Ney of North Carolina.

The collected fruits of this research amounts to 8,000 volumes on French Revolutionary and Napoleonic history, 10,000 manuscript pieces and 75 microfilm reels. This material as an example of intensive inquiry by one individual has become a part of the Southern Historical Collection in the University of North Carolina Library, available to scholars in the years to come.

In *Scholarship and Legend*, the Ney controversy of single or double identity, Dr. George V. Taylor has described and summarized William Henry Hoyt's exploration of the myth. Thorough and energetic action, untamed by any economic or timely restraints, meant that he could pursue the evidence through European archives, family recollections, and even legislative action in one instance.

With many documentary footnotes to underline the article, Professor Taylor presents the case as Hoyt would have done, using his amassed materials. First introducing the many arguments favored by those who introduced and supported the Ney legend from 1856 on, he then demolishes the evidence step by step through the massive amount of documentation relating to the death of the Marshal by execution in 1815. Next he considers the aspect relating to the physical and cultural attributes of the two men. Finally he presents Mr. Hoyt's convincing discoveries relating to Peter Stuart Ney as an individual with separate identity before 1815. His conclusions: the Marshal died before the firing-squad. Peter Stuart Ney, though remarkably like his famous namesake in many ways, was a Scotsman who spoke French with a Scottish accent, 18 years younger than the Marshal.

Professor Taylor believes that as an "academic sportsman" Mr. Hoyt successfully expunged the myth.

As an example of the vigor, growth and variety of research at the graduate level, the bibliography *The Graduate School Dissertations and Theses. First Supplement, 1946-1959*, is convincing testimony. The University of North Carolina Graduate School awarded 3,486 advanced degrees during this period.

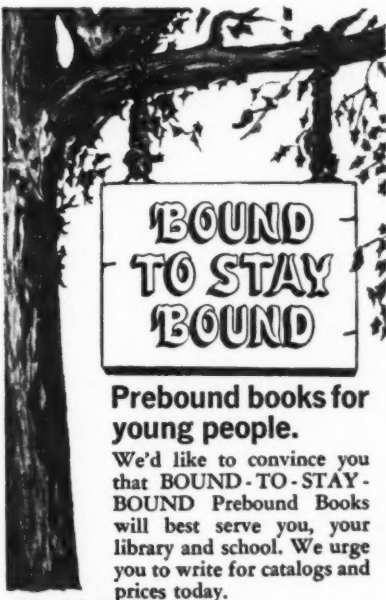
The list is arranged by department, by degree given and date, then by the

recipient with title of work and with the name of the director of the research. The Index of the supplement incorporates material listed in the original work published in 1947, the bibliography covering the period from the first degrees given at the University through 1945.

This publication of the Humanities Division of the University of North Carolina Library provides a useful bibliographical guide within the scope defined by its title. It is convincing evidence of scholarly and exhaustive achievement in worthy celebration of the acquisition of the One Millionth Volume by The Library of the University of North Carolina, a great occasion in the history of the University and of the Library.

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### PERSONAL

Mrs. Alice Wright Porter, B.S., Appalachian State Teachers College, 1951; B.S. in L.S., University of North Carolina, 1956, was appointed reference librarian in the Physical Sciences Reading Room of the Carol M. Newman Library of the Virginia Polytechnic Institute, Blacksburg, effective May 1, 1961. She went to V.P.I. from the directorship of the Nantahala Regional Library.

Alma P. Skinner, currently a candidate for the Master's degree in Library Science at the University of North Carolina, has been named as one of the eight appointees to internships at the Library of Congress, beginning in September. This internship program continues the Library of Congress' appointment of outstanding newly graduated professional librarians to its staff. Miss Skinner is from Kinston, North Carolina, and holds a Bachelor's degree from the University of Arizona.

Earleen Holleman, A.B., Our Lady of the Lake College, M.A., University of Texas, M.L.S., Texas Woman's University, formerly assistant to the Archivist at the University of Texas, will become reference librarian in the Emory University Library on September 1, 1961.

Morrison Haviland, librarian of the University of Vermont since July 1, 1955, joined the staff of the Air University Library in July as chief of Reader Services. He will be responsible for bibliographic services headed by Florine Oltman, reference services

headed by John K. Cameron, circulation headed by Robert Somers, the War College library headed by Mary Anne Kernan, the Medical Service School library headed by O. T. Chambers, and two Air Force Base libraries. The Reader Services Division has a staff of 42.

David L. Vaughan of Salem, Virginia, has accepted the position of librarian of the Davidson County Library, Lexington, North Carolina. Mr. Vaughan was formerly employed as assistant librarian for Virginia's Roanoke County Library system. He is a native of Virginia, a graduate of Roanoke College at Salem and has a Master's degree in Library Science from the University of North Carolina.

Sewell M. Brumby was appointed law librarian at the University of Georgia on May 16. He is a graduate of the United States Military Academy and, after thirty-two years of military service, retired with the rank of Colonel to enter the Columbia University School of Library Service. He was graduated from there in February, 1961, with honors. He replaces Helen Gray Gillam who resigned to be married.

Recent additions to the staff of the Miami Public Library include: Joan Coachman, North Carolina, librarian, South Miami Branch; Mrs. Alicia Forns de Goday, University of Havana, Art and Music Library; Mary B. Holgate, Western Reserve, children's librarian, West Flagler Branch; Mrs. Grace O'Regan, Toronto, Technical Processes; and Mrs. Inez Pages,

Columbia, children's librarian, Shenandoah Branch.

Mary C. Cargill, A.B., Agnes Scott College, B.S.L.S., Drexel Institute of Technology, has been appointed serials catalog librarian in the Emory University Library, effective September 1, 1961. She is presently completing her studies for the M.A. degree in Comparative Literature at the University of North Carolina.

Emma L. Whitaker began work March 1 as librarian of the H. Leslie Perry Memorial Library, Henderson, North Carolina. Miss Whitaker succeeds Helen Rosser who has accepted work in the Cumberland County (N. C.) Library. Miss Whitaker will divide her time with the public library in Warrenton, as did Miss Rosser, under a joint arrangement with the Warren County Library Board.

Edith G. Potter, formerly on the staff of the Mary Washington College Library, Fredericksburg, Virginia, became a cataloger in the University of Georgia Libraries on May 1. Miss Potter holds the B.A., M.A., and M.S. in L.S. degrees from Florida State University.

Anne L. Hendrix became a full-time reference librarian in the Public Library of Winston-Salem and Forsyth County, North Carolina, on January 1. Miss Hendrix is a native of Winston-Salem, a graduate of Greensboro College, and is a candidate for the Master's degree in Library Science at the University of North Carolina.

Irwin F. Simpkins, A.B., and A.B.L.S., University of Missouri, and A.M.L.S., University of Michigan, formerly acting head of the Business and Industry Department of the Flint (Michigan) Public Library, became science librarian at Emory University on June 1.

Hubert H. Whitlow, Jr., A.B., M.S.,

Emory University, formerly social sciences librarian of the University of Georgia Libraries, will become reserve librarian in the Emory University Library on September 1. Mr. Whitlow is now completing the work for his M.A. in Political Science at the University of Florida.

Keith E. Mixer, music librarian at the University of North Carolina, was recently elected to the executive board of the Music Library Association at its national meeting in Ann Arbor, Michigan.

Robert S. Gibson, A.B. and B.D., Duke University, M.A., Florida State University, will join the staff of the University of Georgia Libraries on September 1 as assistant social sciences and catalog librarian. Mr. Gibson had several years of experience as instructor of English, director of religious activities and as pastor previous to entering the library profession. He replaced David Jennings Lee who has accepted a position in the University of South Florida Library.

Anthony R. Dees, currently a candidate for the Master's degree in Library Science at the University of North Carolina, has been awarded one of three medical library internships at Calhoun Medical Library, Emory University. The funds for these awards are provided by the U. S. Public Health Service. Mr. Dees is from Goldsboro, North Carolina, and received his A.B. degree from the University of North Carolina. This internship award will enable him to secure full certification as a medical librarian.

Martha Elizabeth Peele, A.B., Woman's College of the University of North Carolina, and M.S. in L.S., University of North Carolina, will become assistant humanities librarian in the University of Georgia Libraries on September 1. Miss Peele, a native



North Carolinian, had several years of experience as a journalist before becoming a librarian. She replaces Miss Cynthia Burhans who has accepted a post in the library of the Smithsonian Institution.

Allen Morris, in charge of Photographic Archives, FSU Library, and compiler of the well-known *Florida Handbook*, has had a new book accepted as a state text. *Our Florida Government* will be a state textbook for junior high school government courses.

Patrick R. Penland, formerly adult services librarian on the staff of the North Carolina State Library, is now assistant professor of Library Science and director of Adult Education at the Western Washington College of Education, Bellingham, Washington.

Elizabeth Sampson, since 1920 the head of the Catalog Department, Woman's College Library, Greensboro, North Carolina, is retiring at the end of this year.

Mrs. Gay H. Spivey, assistant librarian, Guilford College, North Carolina, since 1955, will retire on September 1.

Arthur L. Ketchersid has accepted a position as cataloger in the University of Georgia Libraries effective September 1. Mr. Ketchersid holds the B.S. and M.S.L.S. degrees from Florida State University. He also has completed a year of graduate work in history at the University of Wisconsin.

Carol B. Ingram, who has been on the staff of the High Point (N. C.) Public Library for five years, has been appointed administrative assistant. In her new position, she will perform most of the work formerly done by the assistant librarian which position has been eliminated.

Mary E. Hawkins of Grimesland has been selected to serve as librarian of the Pitt County, North Carolina,

new bookmobile, the second one for the county. Miss Hawkins is a graduate of North Carolina College in Durham, holding the B.S. degree, and has completed requirements for her Master's degree from the same college.

Mrs. Lee Cameron has been selected by the Board of Trustees as librarian of the Hoke County (N. C.) Public Library. Mrs. Cameron served formerly as bookmobile librarian. Mrs. Harry Greene, formerly assistant bookmobile librarian, has been named bookmobile librarian.

Josephine Frazier, a member of the University of Georgia Libraries' staff since 1958, has been appointed to first assistant in the Catalog Division. She replaced Robin N. Downes who has accepted a position in the cataloging department at the University of Michigan Library.

Mrs. Ina P. Bethune was honored at a tea sponsored by the Board of Trustees of the Hoke County (N. C.) Public Library. Mrs. Bethune, who served as librarian for twenty-three years, resigned as of January 31.

Mrs. Mary Thomas of Chapel Hill has joined the staff of the Division of Health Affairs Library, University of North Carolina, as circulation librarian. Mrs. Thomas is currently a candidate for the Master's degree in the School of Library Science at Chapel Hill. She replaced Annie Pickard who retired in October, 1960.

#### THIS AND THAT

The Georgia Library Association Scholarship for 1961-62 has been awarded to Mildred Campbell of Armuchee, Georgia. Miss Campbell, an honor student at Berry College, received her A.B. degree in June with a major in English. She worked for four years in the college library as a student assistant and during the academic year 1960-61 served as president



of the Women's Student Government Association. Miss Campbell plans to enter the Peabody Library School in September. Offered for the first time this year, the GLA Scholarship carries stipend of \$1,800 and is for full-time study at a library school accredited by the American Library Association. The recipient of the scholarship agrees to work for at least three years in a library in Georgia following graduation from library school.

More than 40,000 pages of historical material related to Alabama have been microfilmed by the Howard College Library, Birmingham, Alabama, since January 1, 1960. The heart of the microfilm program which includes field projects throughout the state is the acquisition on microfilm of local Baptist church records. Field programs have been conducted in Monroe and Morgan counties and each has resulted in the acquisition of records from a majority of the churches. Local community newspapers prior to 1900 have been sought and microfilmed as a basic part of the program. Older manuscript materials have been treated in the same manner. The most recent acquisition has been the filming of the papers of the Pickens family, including Israel Pickens, early Alabama governor. F. Wilbur Helmbold, librarian of the College, is directing the work which is jointly sponsored by the Library and the Alabama Historical Society.

"What a New Central Public Library Will Mean to Me and to Jacksonville" was the subject for an essay contest open to junior and senior high school students in Duval County schools during National Library Week. Sponsored by the Jacksonville-Duval County Committee for National Library Week, a thirty-six-member committee headed by Mrs. Joe C. Foures, the contest had 147 entrants. Four

cash awards were presented, the first price of \$75.00 being won by Beverly Joyce Armayor, a senior at Forrest High School. Awards of "Honorable Mention" were made to twenty-four boys and girls who received gift books, presented by the Jacksonville Public Library. Donors to the prize fund were the Independent Life and Accident Insurance Company, the Sigma Nu Alumni Association, the Library Bureau Division of Remington Rand, the Friends of the Jacksonville Public Library, Inc., Winn-Dixie Stores, Inc., and the University of Missouri Alumni Association. Judges were Mrs. Teresa Holloway, Jacksonville novelist; Harold Baker, president of the Civic Round Table and News Director of WFGA, Channel 12; Mrs. Frances Bounds, head of the Children's Department of the public library, and Joseph D. Kelly, assistant general manager and director of public relations for the Jacksonville Area Chamber of Commerce.

The Friends of the Chapel Hill (N. C.) Public Library have presented a check for \$200.00 to the library for the purchase of new children's books.

The Friends of the Library group of the University of North Carolina held its annual dinner meeting in Chapel Hill on May 5. Frank Borden Hanes was the speaker, and an announcement was made by Jerrold Orne, university librarian, and B. L. Ullman, president of the Friends, of many valuable gifts of materials to the Library's collections.

The Rotary Club of Chapel Hill, North Carolina, has presented a check for \$1,000 to the Chapel Hill Public Library, to be used for the purchase of books.

Bids for construction of a new library building for the University of Miami were opened March 30. The low bid of \$2,574,000, submitted by the

M. R. Harrison Company, was accepted by the University and construction was begun on April 12. Construction is scheduled to be completed in twelve months, so it is anticipated that the building will be ready for the ALA convention in Miami Beach in June, 1962.

The Friends of the Library of Orlando's Albertson Public Library have sponsored a series of four debates on challenging issues to "Break the Barriers of Complacency" covering the following subjects:

- 1) "Should the West Change Its Policy Toward the Soviet Union?"
- 2) "Shall the Pulpit Be Used as a Political Forum?"
- 3) "Is the Best Government the Government Closest to You?"
- 4) "Censorship Versus Freedom to Read."

The Friends are also currently sponsoring a Reading Improvement Clinic, with a professional instructor in speed reading skills conducting two night classes and one morning class for adults at the library.

The Florida Library Association held its thirty-eighth annual meeting at the Carillon Hotel in Miami Beach, April 27-29. Presiding was Elliott Hardaway, director of libraries, University of South Florida. Featured speakers included Robert Vosper, director of libraries, University of Kansas and recently appointed university librarian at the University of California at Los Angeles; Eleanor A. Ferguson, executive secretary of the Public Library Association of the American Library Association; Nancy Jane Day, supervisor of library services, South Carolina State Department of Education; and Wyatt Blasingame, well-known Florida author. Officers elected for the present year are: president—Mrs. Betty Lunnon, super-

visor of Dade County School Libraries, Miami; vice-president and president-elect—Mrs. Ruth Rockwood, Florida State University Library School, Tallahassee; secretary—Oscar Everhart, librarian, Miami Beach Public Library; treasurer—Robert Hamilton, librarian, Martin County Public Library, Stuart; ALA councillor—Frank Sessa, director, Miami Public Library; chairman—College and Special Libraries Section, Leon Ferdham, librarian, Daytona Beach Junior College; chairman—Public Libraries Section, William Summers, librarian, Cocoa Public Library; chairman—School and Children's Section, Mrs. Letha Garrison, supervisor of libraries, Volusia County, Daytona Beach; and chairman—Trustees Section, Tom Drier, St. Petersburg.

The Mitchell-Baker-Worth Regional Library, Camilla, Georgia, has several early volumes of *Harper's Magazine* and will give them to any library that needs them. The volumes—10, 12-14, 17, (1854-58)—are bound, and in fair condition. Write to Mrs. Margaret Browne, director.

The Friends of the Woman's College Library held their third annual dinner meeting in Greensboro, North Carolina, on April 17. Roger P. McCutcheon of Austin, Texas, addressed the group on the "Battle of Books." Mrs. Elizabeth H. Hughey, state librarian, spoke briefly. A facsimile of the Gutenberg Bible was presented to Woman's College Library by the Friends in honor of former Governor and Mrs. Luther Hodges. Mr. Hodges, now U. S. Secretary of Commerce, was unable to be present, but Mrs. Hodges, the first chairman of the Friends of the Woman's College Library, received the presentation. A booklet, *Catching Up With the Twentieth Century*, was issued in honor of National Library Week and as a keepsake for Friends

of the Library. The reading list was compiled by Mrs. Mildred Lee Carr of the library staff, the woodblock cover was designed by Helen Thrush of the Art Department, the booklet was designed and printed by the Heritage Printers of Charlotte, North Carolina, on paper made by Ecusta Mills at Pisgah Forest, North Carolina.

The new library building at the University of South Florida was officially opened on April 9, 1961. The building is a \$1,500,000 structure with about \$200,000 spent on furnishings. It is five stories, and planned to house 250,000 volumes. Elliott Hardaway has issued an invitation to all librarians who go to Florida to stop by and visit the library.

The Florida State University Library has published the report of a research project recently completed by N. Orwin Rush, director of FSU Libraries. The project concerned Asa Shinn Mercer's book *The Banditti of the Plains: or the Cattleman's Invasion of Wyoming in 1892—the Crowning Infamy of the Ages*. This is a frontier story of the burning of a book and the freedom of the press. Only a few copies of Mercer's book remain, and the mention of it still brings fire to the eyes of Western cattlemen.

New officers for the Alabama School Librarians' Association, a division of the Alabama Education Association, were elected on March 17 at the annual meeting in Birmingham. They are as follows: president—Mrs. Marguerite McGhee, Benjamin Russell High School, Alexander City; vice-president—Mrs. Bernice Stacey, Bibb County High School, Centreville; recording secretary—Martha Jule Blackshear, State Department of Education, Montgomery; secretary—Mrs. Dora

May Summerville, Aliceville High School, Aliceville; and treasurer—Mrs. Catherine Brotherton, Walker County High School, Jasper.

Geraldine Le May, director of the Savannah, Georgia, Public Library, would like to hear from any libraries interested in purchasing copies of volumes of abstracts and indexes of the old *Savannah Morning News* for the year 1870-1895. All the typed copies are already spoken for, so if other libraries want copies arrangements should be made for duplicating before the first volume is sent to the bindery this fall. An exact cost figure for duplicating can not be given until the number of copies needed is known but a rough estimate would be \$50.00 an annual volume.

Southeastern Library Association, Committee on Library Education, Mrs. Pauline M. Foster, chairman, announces a three-day Institute on Library Education in the Southeast to be held at the University of Tennessee, October 12-14, 1961. The purpose of the Institute is to develop course outlines for a basic core of library science courses which will provide a foundation for the articulation of graduate and undergraduate programs in the southeast. It has received financial support from both ALA-LED and SELA.

Participants will be faculty from all the schools in the region offering as many as twelve semester hours in library science at the undergraduate level, directors and faculty members from the six graduate library schools in the southeast, and consultants who have had experience in developing the

*Standards for Undergraduate Library Science Programs* and in the accreditation of library schools. Among the consultants are Mrs. Florrinnell F. Morton, Sarah Reed, and Margaret Rufsvold. They will lead the opening session on Thursday evening, presenting background information on problems of articulation and setting the stage for small group discussions in all areas of the curriculum on Friday. The Institute will conclude with a panel discussion on Saturday morning moderated by Miss Reed.

Inquiries regarding the Institute should be addressed to Miss Dorothy E. Ryan, chairman, Institute on Library Education in the Southeast, 308 Claxton, University of Tennessee, Knoxville 16, Tennessee.

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